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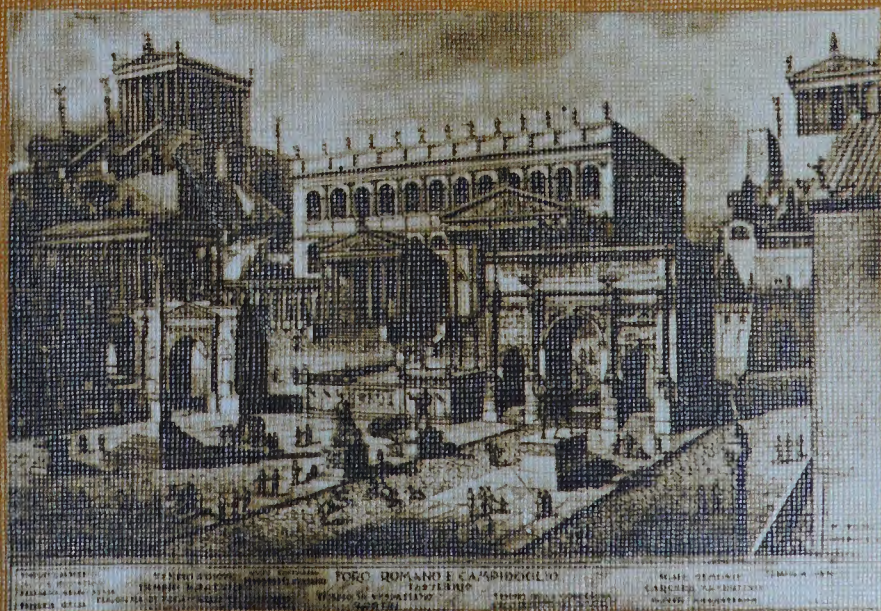


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Ancient Rome

Knowing Ancient History 2

S.L. Case



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Ancient Rome

S. L. Case

Illustrated by Sally Long



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Knowing Ancient History

1. Ancient Egypt
2. Ancient Rome
3. Ancient Greece

Knowing World History

Early Man
Early Africa

Knowing British History

1. The Romans
2. Saxons and Vikings
3. Medieval Britain
4. The Tudors
5. The Stuarts
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How to use this book

In this book you will find lots of information about the way people lived thousands of years ago in Ancient Rome. Some of the information is written down for you to read and some of it is in pictures. Study the pictures very carefully because they will tell you a great deal about life in those days.

In addition to the information this book also contains lots of things for you to do. Sometimes you will be asked to write in your own words, sometimes to answer questions and sometimes to draw the pictures. All the things to do in your exercise book (or if you wish in a separate scrapbook) are numbered and printed in heavy type like this:

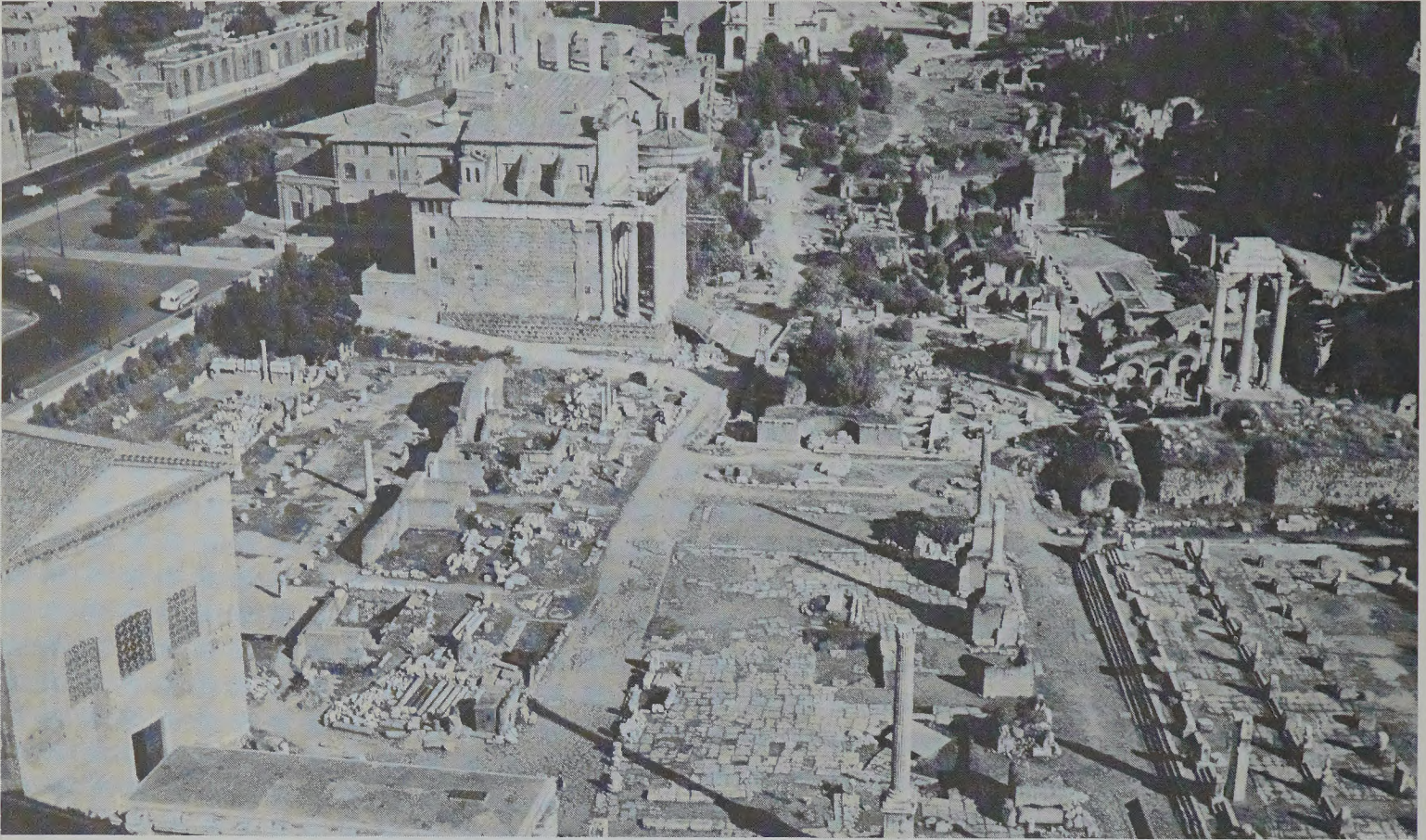
1. Things to do.

If you decide to do the exercises on paper and stick them into your scrapbook you can collect pictures of the things you write about and put them into your scrapbook as well. In this way you can make a book about Ancient Rome which would be nice to keep. Your teacher will tell you where to write for pictures from museums but you will probably find lots of pictures for yourself if you look for them in comics, magazines and newspapers. Start looking for pictures now and keep them in a large envelope until you need them to illustrate a page of your book.

Time Chart

Date	Event	
753 B.C.	Traditional date for founding of Rome by Romulus Rome ruled by Kings	
510 B.C.	Beginning of Roman Republic	The Republic
264 B.C.	First war against Carthage	
218 B.C.	Second war against Carthage	
146 B.C.	Destruction of Carthage	
73 B.C.	Slaves revolt under Spartacus	
55 B.C.	Caesar visits Britain	
44 B.C.	Murder of Julius Caesar	
27 B.C.	Augustus becomes the First Emperor	The Roman Empire
c. A.D. 30	Crucifixion of Christ	
A.D. 43	Britain invaded and becomes a Roman province	
A.D. 64	Great Fire in Rome. Nero's persecution of the Christians	
A.D. 80	Colosseum opened	
A.D. 115	The Empire reaches its greatest extent	
A.D. 250	Invasions by Goths, Germans and Franks begin	
A.D. 313	Constantine makes Christianity legal religion	
A.D. 330	Constantinople built as second capital of the Empire	
A.D. 394	Christianity becomes the only religion of the Empire	
A.D. 400	Italy invaded by Alaric and the Goths	
A.D. 410	Rome captured and plundered by Alaric	
A.D. 476	Romulus Augustulus deposed. End of the Roman Empire in the West	

Chapter 1 Early Days



The ruins of Ancient Rome

Schoolchildren in Ancient Rome were taught that their great city had been founded by someone called Romulus. According to the story, Romulus and his twin brother Remus had been abandoned as babies and set adrift in a basket on the River Tiber. When the basket ran aground the brothers were discovered by a she-wolf who nursed them for a while until a shepherd found them and brought them up.

When they were fully grown the two young men decided to found a city where the she-wolf had discovered them, but they quarrelled and Remus was killed by his brother. This left Romulus as the sole leader of the new city and he gave it his name, which is how it came to be called Rome. This was said to have happened in 753 B.C. and all Roman dates were reckoned from that year.

This is only a story or legend, and as often happens the truth is not nearly so interesting. In fact, Rome grew up slowly from a group of small settlements built on seven low hills near

the Tiber. The hills were separated by marshy areas which had to be drained before Rome could become a united city and this must have taken quite a long time. Rome was certainly not created in just a few years as the legend of Romulus and Remus would have us believe.

- 1. Tell the story of Romulus and Remus in your own words.**
- 2. Write one or two sentences in your own words to say how the city of Rome really grew up.**
- 3. Look up Rome in an encyclopaedia and see if you can find out the names of the seven hills upon which the city is built.**
- 4. Most towns are founded for a reason. See if you can find out why the town nearest to where you live was founded and when people first started to live there.**

If you look at the map of Italy on the right you can see the position of Rome in the middle of Italy. You can also see the River Tiber which rises in the mountains and flows across the Plain of Latium to the sea. Rome was built on the Tiber about twenty-four kilometres from its mouth at a point where the river was narrow enough to be bridged.

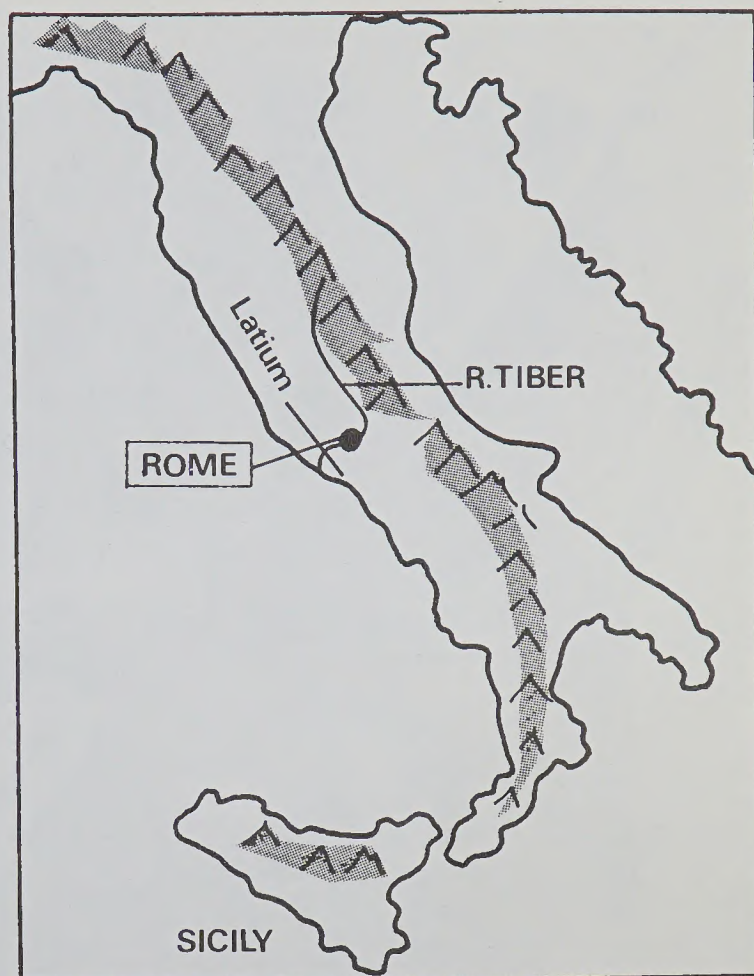
5. Draw the map of Italy in your book and mark in all the names.

6. Why was Rome well placed to become the leading Italian city?

7. Look at the map of Italy in your atlas. What are the mountains called which form the backbone of Italy? Write in the name of these mountains on your map.

The early Romans belonged to an Italian tribe called the Latins whose homeland was the Plain of Latium. Because the Latins of Rome were successful farmers and traders, their city became rich. As a result of this their neighbours grew jealous. This jealousy often led to war and Rome had to fight for survival against other Latins and against tribes like the Etruscans and the Samnites.

At first, the Romans did not always win these wars and they proved very costly. Later, because of their great fighting skill, the Romans managed to defeat all their enemies and make themselves feared throughout Italy. By 300 B.C. the Romans were masters of the whole Italian peninsula.



The position of Rome

8. Answer these questions in your own words.

Which Italian tribe did the early Romans belong to?

Which part of Italy was their homeland?

Name three enemies of Rome.

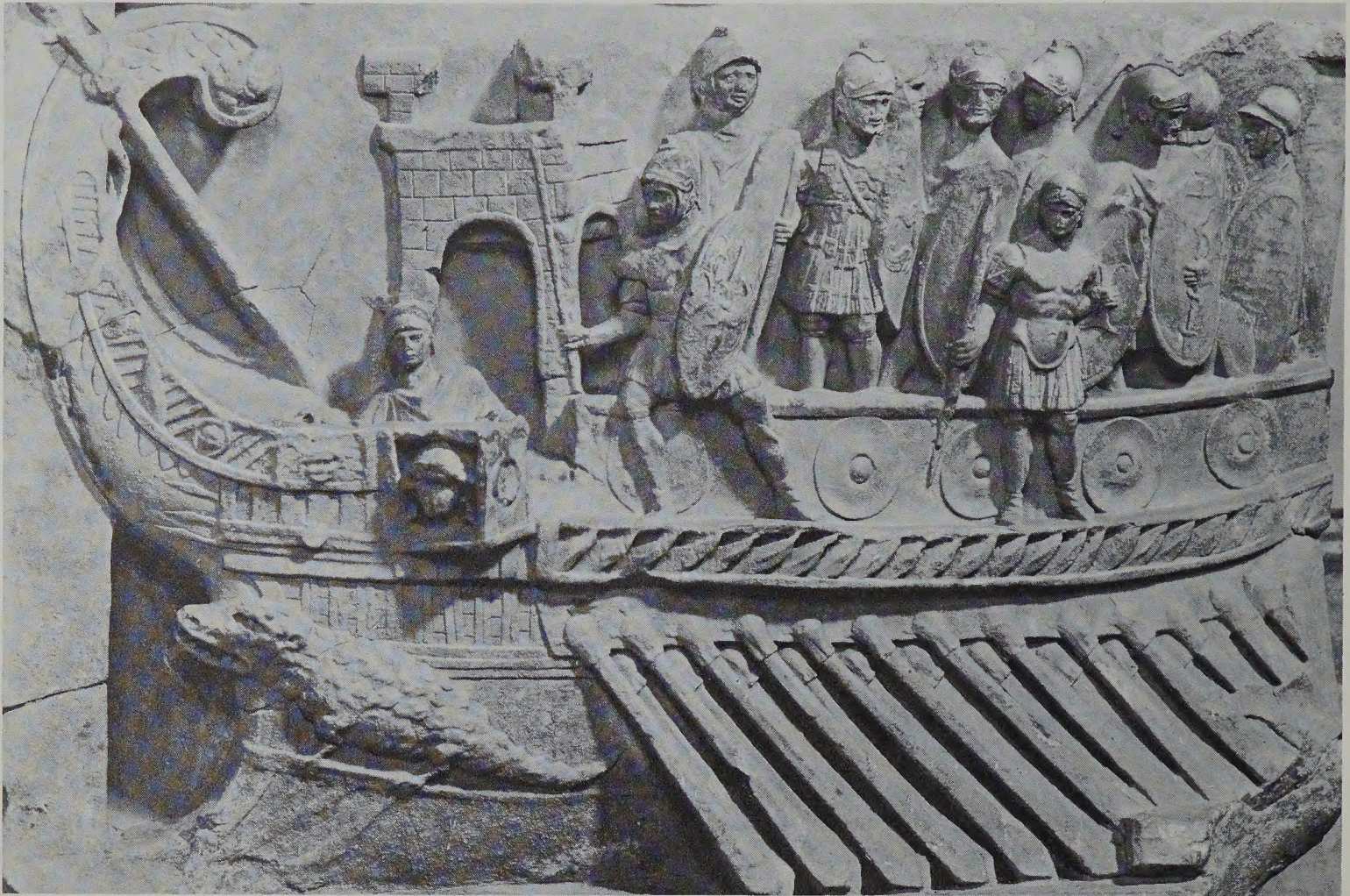
Why were these enemies jealous of Rome?

Why did the Romans eventually defeat all their enemies?

What position was Rome in by 300 B.C.?

9. The Samnites lived in the hills and the Latins and Etruscans on the plains. Why do you think the Samnites were always poorer and had less to eat than the Latins and Etruscans?

Chapter 2 The Roman Empire



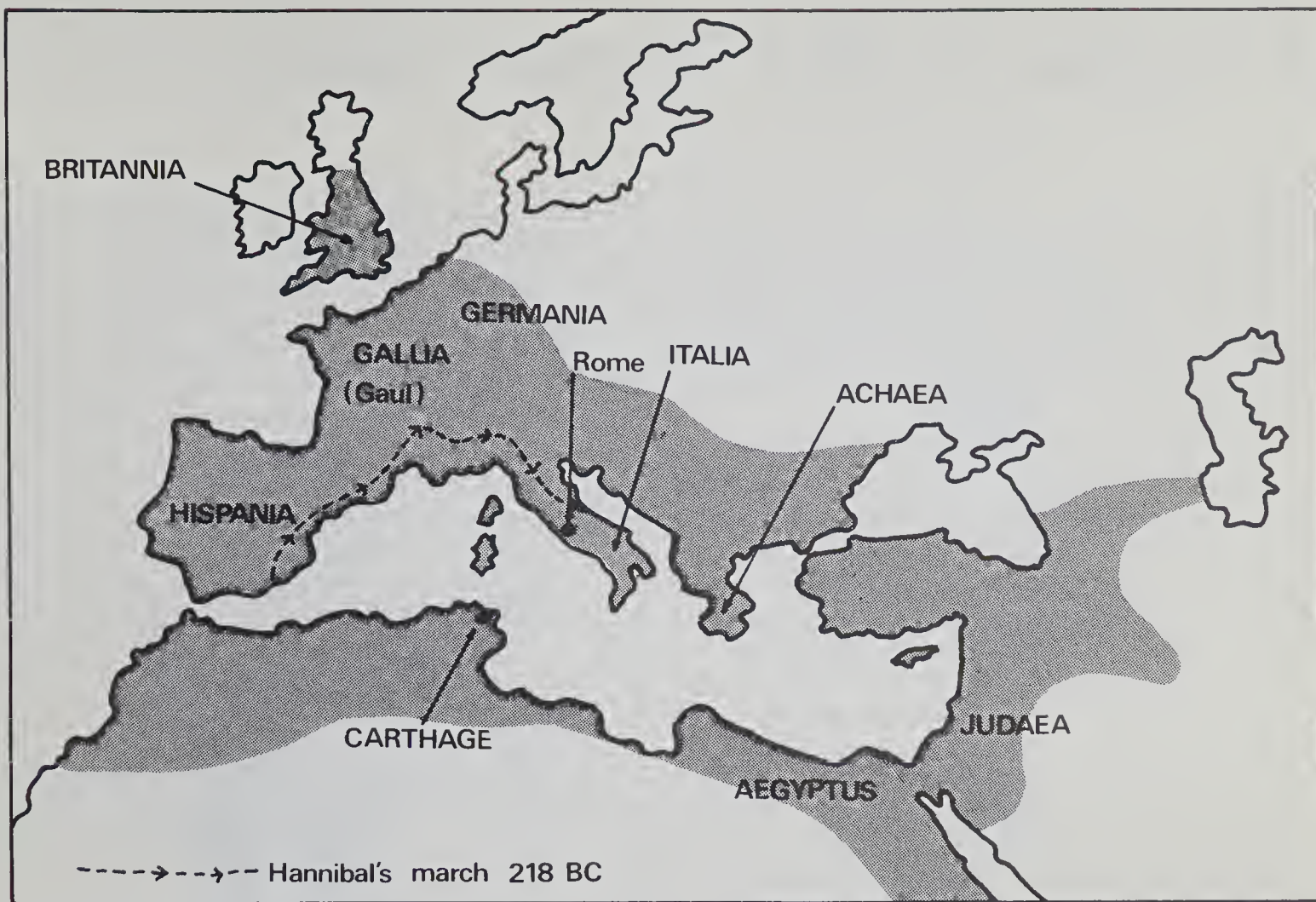
A Roman warship

Soon after Rome became the master of Italy, the Romans came into conflict with the other great Mediterranean power of those days, the trading state of Carthage.

It was in Sicily that the Romans and the Carthaginians first came to blows in 264 B.C. To fight against their seafaring enemy the Romans built a fleet of warships like the one you can see in the picture. They eventually succeeded in defeating the Carthaginians in three wars. These wars, called the Punic Wars, took place from 264 B.C. to 146 B.C., a period of more than a hundred years. At times it was touch and go for the Romans and in the second of the three Punic Wars they lost several battles to the famous Carthaginian general called Hannibal who marched an army complete with its war elephants across the Alps into Italy

Finally, however, the Romans did succeed in completely crushing their rival. In the third and last Punic War the city of Carthage was captured by the Romans in 146 B.C. and burned to the ground. The land on which the city had stood was ploughed up to show that the greatness of Carthage had gone forever.

- 1. Write a paragraph in your own words about the war between Rome and Carthage.**
- 2. Try to find out some more information about Hannibal and his famous march with the elephants across the Alps. Write a few sentences about Hannibal.**
- 3. Find Carthage on the map on the next page. What modern city is built near to the site of Ancient Carthage? Use your atlas to help you find it.**



The Roman Empire

The defeat of Carthage made Rome the most powerful state in the Mediterranean, and even before the wars with Carthage ended the Romans were taking over other areas and building up an empire.

To begin with the Romans defeated neighbouring countries like Sicily and Greece, but later Roman armies began to fight further and further away from home until the Roman Empire covered all the area you can see shaded on the map at the top of the page. If you look carefully at this map and compare it with a map in an atlas showing the names of the countries today you can see that the Roman Empire stretched from the borders of Scotland in the north, where the boundary was marked by Hadrian's Wall, to the Sahara desert in the south.

At the height of its power in A.D. 150 Rome was the centre of the greatest empire the world had ever seen. Most of the countries in that empire benefited from sensible and strict Roman rule and were at peace.

4. Look carefully at the map of the Roman Empire. You can see that the Romans called England 'Britannia' and had their own names for many other countries too. Use your atlas to find the names of the countries in the Roman Empire and then complete this list in your book.

<i>Modern Name</i>	<i>Roman Name</i>
England	Britannia
France	
Germany	
Spain	
Italy	
Greece	
Egypt	

5. Write a paragraph in your own words about the Roman Empire and the benefits it brought to the countries taken over by the Romans.

Chapter 3 The Roman Army

The Roman Empire was built by tough, well trained legionary soldiers, like the one you can see in the drawing on the right. Under a series of famous commanders, such as Pompey and Julius Caesar, the legionaries defeated Rome's enemies in battle and added new provinces to the Empire.

The legionaries went into battle with the arms and equipment you can see in the picture. The two metre long throwing spear was called a *pilum* and was hurled like a javelin at the enemy. After the pilum had been thrown the Roman soldiers charged forward and in fierce hand to hand fighting they used the other weapons you can see in the drawing. The short sword was called a *gladius* and the dagger was called a *pugio*. The legionaries also carried a long, curved shield called a *scutum* which had a round metal boss in the centre which was used for forcing back the enemy.

As you can see in the picture, a Roman legionary wore protective armour. This consisted of a bronze helmet with an iron skull cap underneath and metal plates to protect the shoulders and chest. In addition, the legionary wore a scarf round his throat to stop his body armour chafing his skin and under the armour a long woollen tunic which came down to his knees. In winter the soldiers also wore leather breeches called *bracae* which reached to just below the knees. Every legionary was expected to be able to march thirty kilometres a day and so each man was issued with heavy-soled marching boots.



A Roman soldier

1. Two of the most famous Roman generals were Pompey and Julius Caesar. See if you can find some more information about them and then write a few sentences in your own words under the heading 'Famous Roman Generals'.

2. Draw the picture of the legionary in your book and fill in the correct Roman names for the arms and equipment he is carrying.

3. Describe a Roman soldier's arms and equipment in your own words.

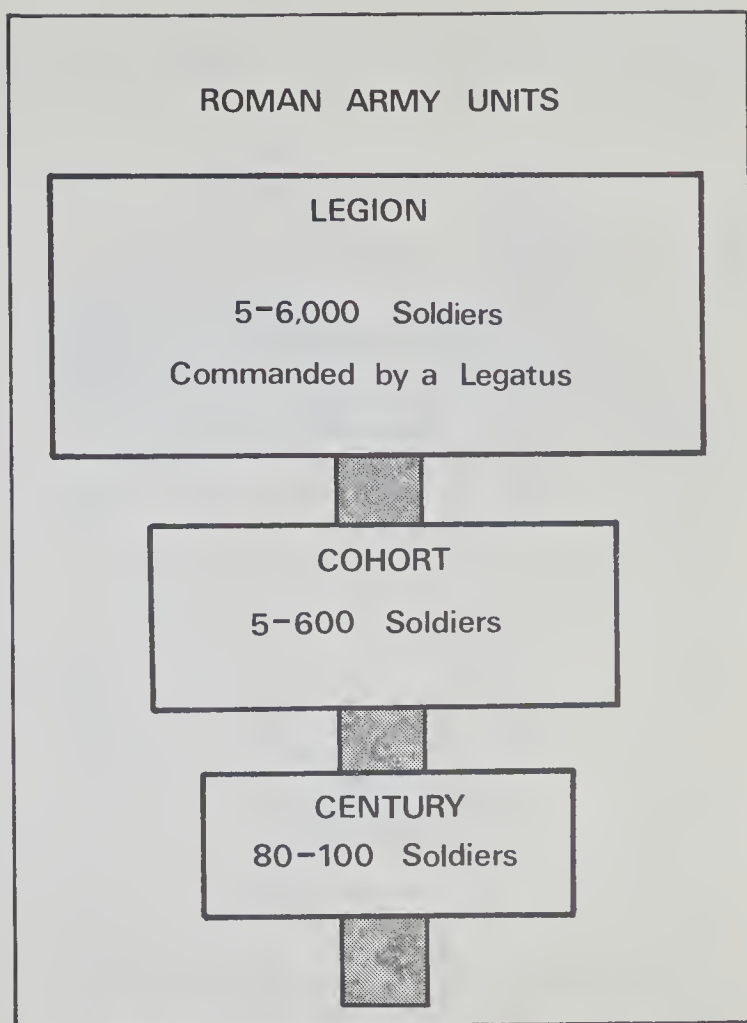
Above right: Roman army organization

Below right: a Roman centurion

The Roman army was organised like a modern army into regiments, battalions and companies. The largest unit was the legion which consisted of between 5,000 and 6,000 men, commanded by a senior officer called a *legatus*. Each legion was divided into ten cohorts of about 500 men and each cohort into companies of between 80 and 100 men called centuries.

The centuries were commanded by experienced, non-commissioned officers (rather like sergeant-majors in the modern army) called *centurions*. These men were usually promoted from the ranks after serving for several years as ordinary legionaries.

4. Draw the diagram of Roman army organisation in your book and write one or two sentences about it.



The photograph on the right shows the gravestone of a Roman centurion called Facilius who died in Britain during the Roman occupation and was buried at Colchester in Essex.

You can see that he is dressed rather differently from the legionary on the opposite page. He is carrying a vine staff or stick which was a mark of his rank and he is also wearing a cloak. In place of the metal plates which the legionary has for body armour the centurion has a decorated, one-piece breastplate and moulded metal leg protectors. He is also wearing a pleated kilt in place of the rough woollen tunic worn by the legionary.

Centurions also wore helmets with coloured plumes so that their men could see them more easily in battle, and they had fur-lined marching boots.

5. Write a few sentences about Roman centurions in your own words.



Chapter 4 Warfare

In battle Roman legionaries were drawn up in three ranks. In the front rank the new recruits were placed, in the second rank the more experienced soldiers, and in the rear rank the veterans who had fought in battle many times. These men were placed in the rear rank to give the new recruits confidence and to stop them running away.

The main weight of a battle was always taken by the legionaries who hurled their throwing spears at the enemy and then moved forward in solid ranks to fight at close quarters. It was the disciplined advance of these highly trained foot soldiers which made the Roman army so feared and so successful. To support the infantry (foot soldiers) the Roman army also included cavalry (horse soldiers) who protected the sides or flanks of the army and were used to chase a fleeing enemy from the battlefield once the infantry had forced it to retreat.

Over and above these full-time Roman troops the Roman army also had squads of auxiliaries. These men were not fully trained soldiers and were often recruited locally during a campaign to act as scouts, slingshot-men and bowmen. They were usually sent out ahead of the legionaries to hurl their stones and arrows before the infantry began the main advance.

1. How was the Roman infantry drawn up in battle order? Why was this order chosen?

2. Write a sentence to say what each of the following words means.

cavalry
infantry
auxiliary

3. Try to imagine that you are taking part in a battle between a Roman army and a horde of fierce but untrained tribesmen. Describe the battle in your own words and then draw a picture of it in your book.

Above right: dressing a wound
Below right: Roman helmet



Above right: a battering ram

Centre right: a siege tower

Below right: an onager

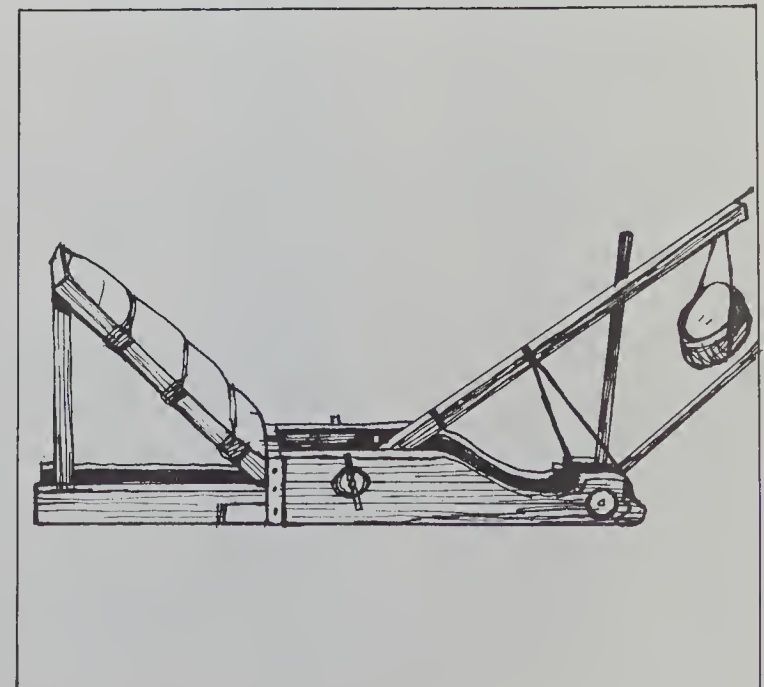
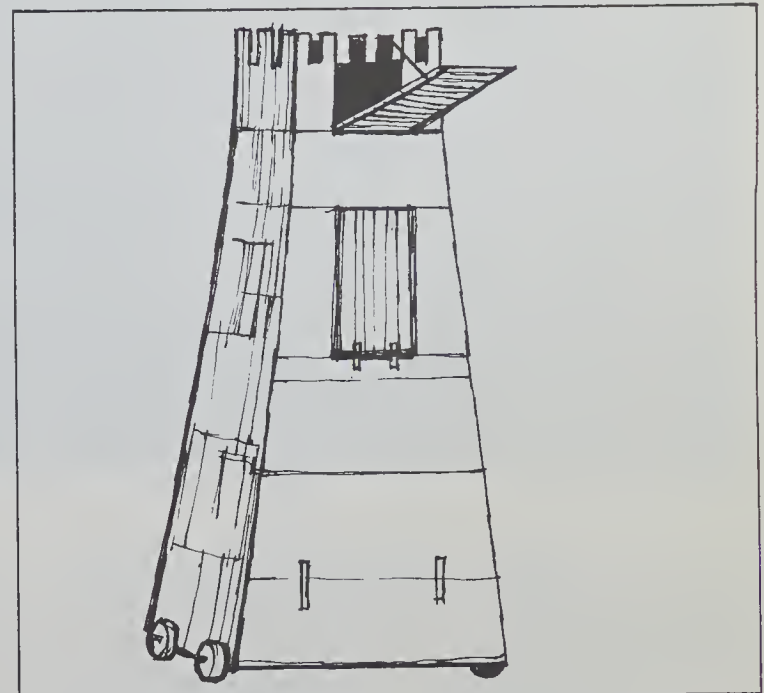
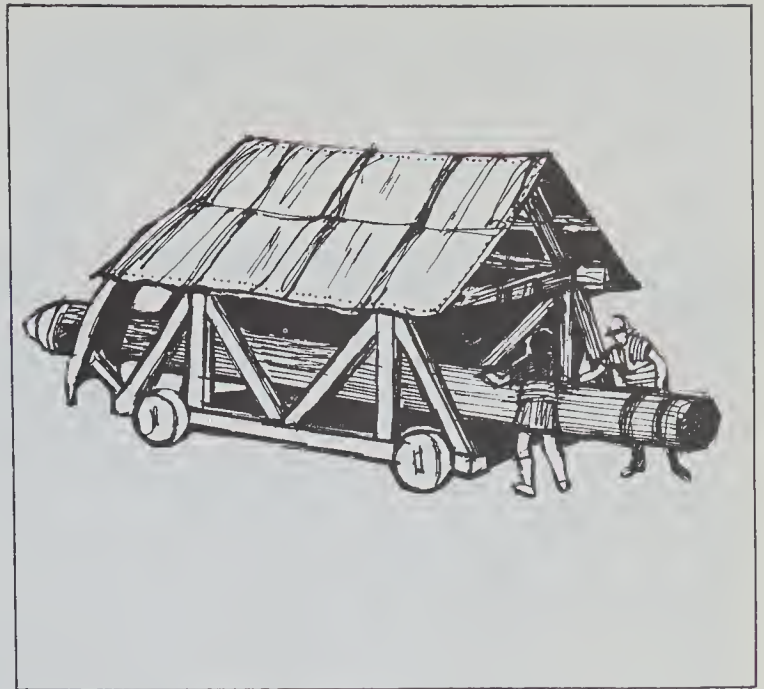
When the Romans attacked a fort or a walled town they used a number of different pieces of heavy equipment. Huge battering rams like the one in the picture on the right were used to break down the gates of enemy strongholds. The soldiers who swung the heavy log backwards and forwards to batter the gates down were protected by a roof made of wood and animal skins. The skins were usually soaked in water to stop the enemy setting the ram on fire.

Another useful piece of equipment used by the Romans was the siege tower which you can see in the second picture. This tower was pushed up to the fortress walls and the draw-bridge was lowered to allow the attacking troops to pour onto the wall. Bowman were stationed on top of the tower to give covering fire to the soldiers who were rushing over the bridge and onto the walls.

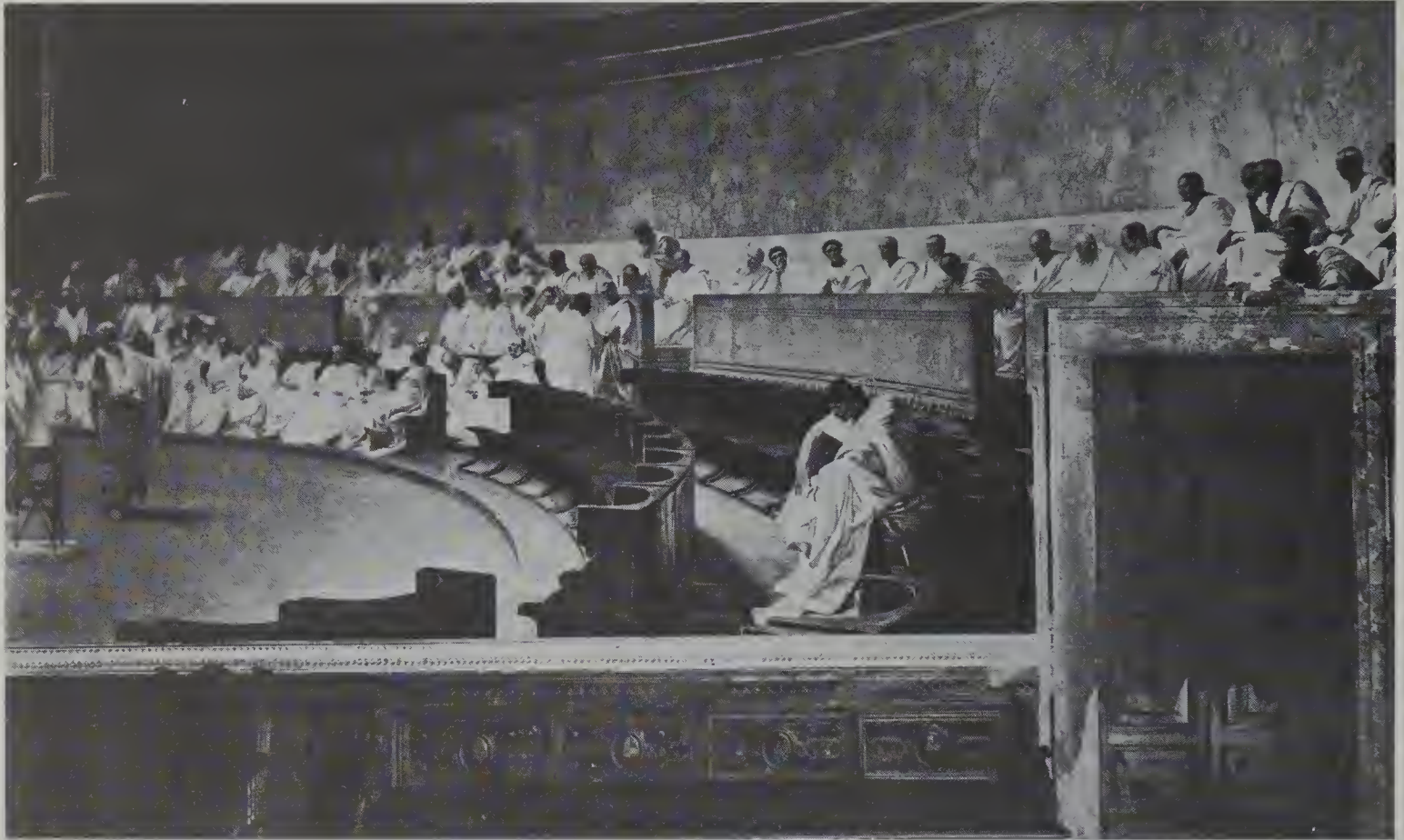
The Roman army also used artillery and there were several different sorts of catapults employed in battle. Some of them fired large iron arrows and were used against enemy troops. Others fired stones and could be turned against the wooden walls of enemy forts. One of the largest catapults was called an *onager* and you can see one of these machines in the bottom picture. It was used to hurl really large stones.

4. Draw the three machines in your book and write one or two sentences about each one to say how it was used.

5. See if you and your friends can make a model of one of these machines from cardboard or balsa wood.



Chapter 5 Government



The Roman Senate

In its very earliest days Rome was ruled by kings, but in time the Romans began to govern themselves.

To do this the people of Rome met together in assemblies to choose their own officials. The two chief officials were the *consuls* who were elected by the people to lead the government for one year. In addition there were other elected officials who acted as judges, magistrates, tax collectors and so forth and ten *tribunes of the people* who were elected to look after the interests of poorer Roman citizens.

To advise the consuls there was an assembly of leading citizens called the *Senate* who met to discuss and suggest new laws and to look after Rome's finances. Most of the 600 members of the Senate were noblemen and they had a great deal of power in the Roman system. As a result the Roman system of government was rather unfair and it favoured rich people who had the time and money to be in a position to act as Senators and officials.

Nevertheless, it did work reasonably well, and during the years of the Republic from 509 B.C. to 27 B.C. when Rome was governed in this way the city became great and built up its huge empire.

1. Answer these questions in your own words.

Who ruled Rome in its earliest days?

Which elected officials headed the Roman government?

What did the tribunes of the people do?

What was the Senate?

What did the Senate do?

How many Senators were there?

Why was the Roman system of government rather unfair?

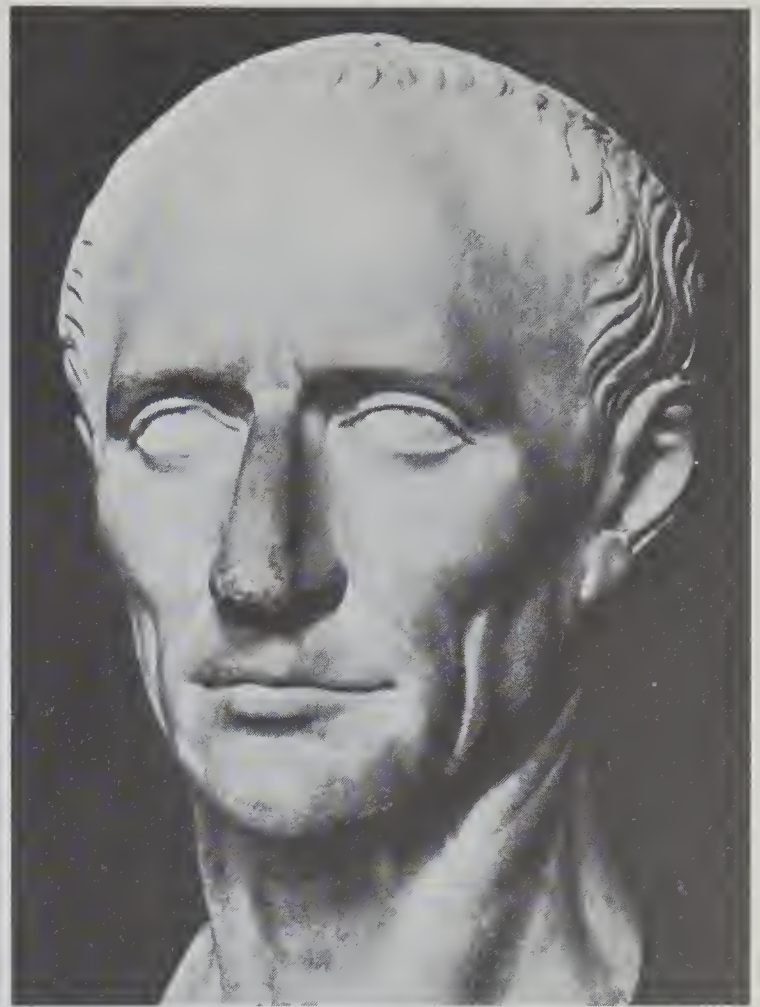
Between 509 B.C. and 27 B.C. Rome was a republic. What does the word 'republic' mean?

Above right: A nineteenth-century bust of Julius Caesar

Below right: the fasces

When Rome started to rule more and more lands, some ambitious men like Julius Caesar, whose picture you can see on the right, began to think that Rome could be ruled more efficiently by one strong man rather than by a number of elected officials. Caesar's own attempt to make himself Emperor failed when he was murdered in the Senate building by Brutus and his friends who did not want to see the old system changed.

Quite soon afterwards it *was* changed, however, because Caesar's murder was followed by a bitter and costly civil war. When this war ended most Romans were so exhausted with fighting that they were happy to hand over power to Caesar's nephew, Augustus. He seemed strong enough to put things straight. Augustus therefore proclaimed himself Emperor and in 27 B.C. the Republic came to an end.



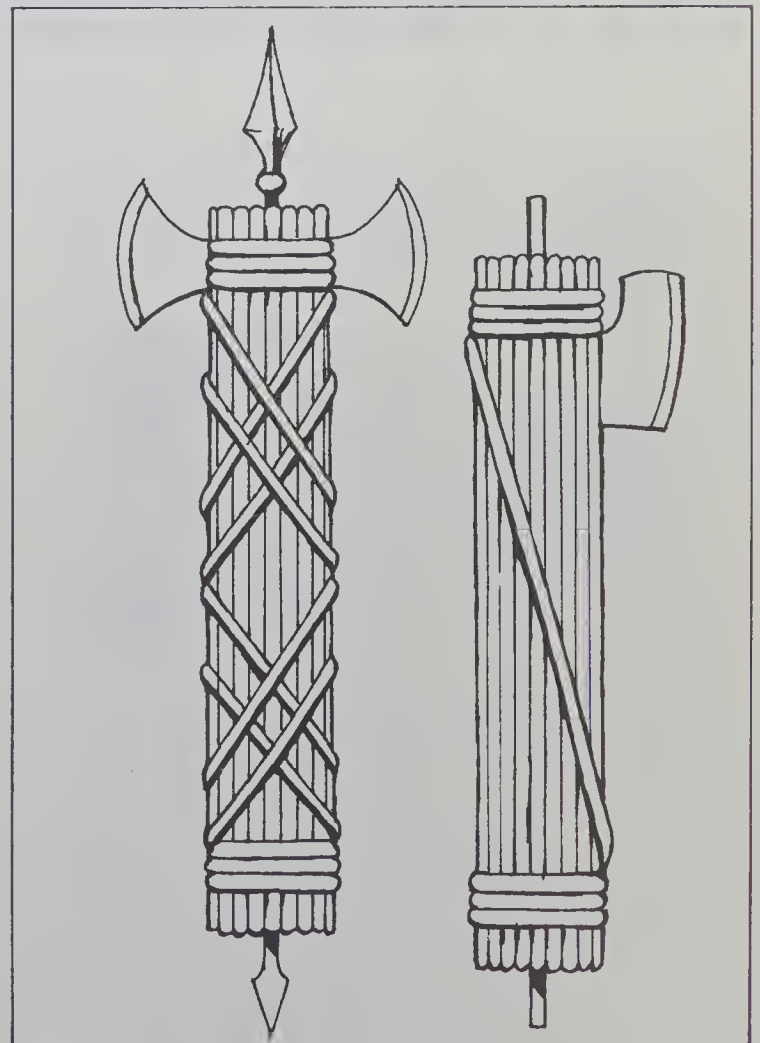
2. Write a few sentences in your own words to explain how Augustus became the first Roman Emperor.

3. Find out what you can about the murder of Julius Caesar and try to tell the story in your own words. Draw a picture to illustrate what you have written.

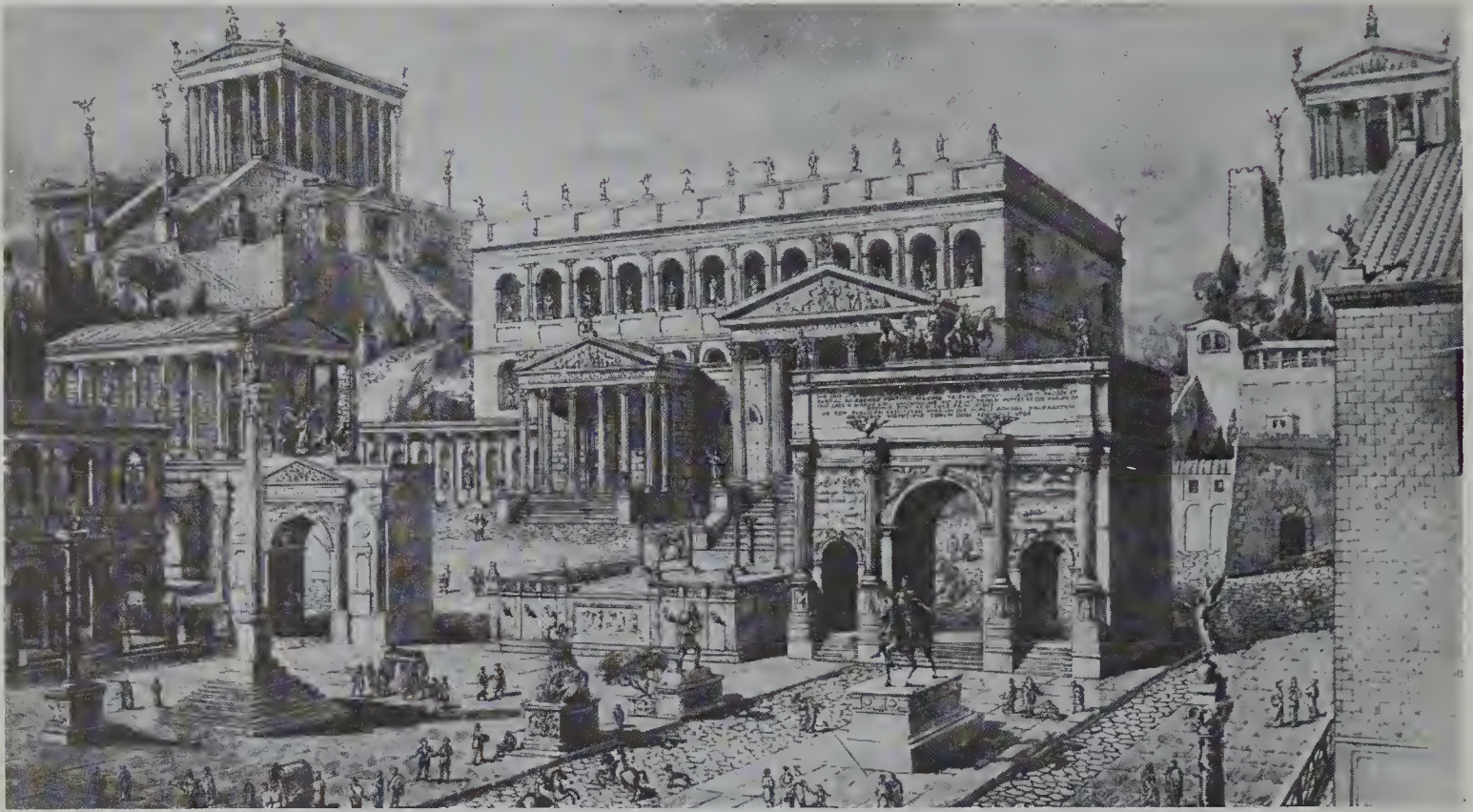
On the right is a drawing of a *fasces*, the axe and bundle of rods carried by the *lictors* in Ancient Rome in public processions. The lictors carried these in front of the senior magistrates as a symbol of their power and a reminder to the people of Rome that the judges had the right to order that they should be beaten with rods or even beheaded if they broke the law.

In the 1930s the *fasces* was chosen by the Italian dictator Mussolini as the badge for his followers so that people would connect his regime with 'the glory that was Rome'.

4. Draw the picture of the fasces in your book and write a few sentences to explain what it was and why it was carried in processions in Rome.



Chapter 6 The City of Rome



The City of Rome

Rome was the largest and most magnificent city in the Ancient World. At the height of its power and prosperity over a million people lived there and no city could compare with it in importance.

Naturally, as the capital of the greatest empire in the world up to that time, it had many fine temples, palaces and public buildings and in the early days many of these were built round the open market place and meeting centre called the *Forum*. As Rome became more and more important, however, the Forum became so crowded with buildings that a second city centre, some distance away, had to be built.

Many of the finest public buildings in Rome were put up by the Emperors who wished to be remembered after their deaths. Rome's two largest public baths, for example, were built by the Emperor Diocletian and the Emperor Caracalla and the famous Roman amphitheatre called the *Colosseum* was erected by the Emperor Vespasian and his successor the Emperor Titus who completed the building in A.D. 80.

1. Answer these questions in sentences.

Which was the largest city in the Ancient World?

How many people lived in Rome in its heyday?

The early public buildings of Rome were built round which open square?

Why did a new city centre grow up in later years?

Which Emperors provided Rome with magnificent public baths?

Who built the Roman amphitheatre called the Colosseum?

2. Here are the names of some of the famous buildings of Ancient Rome. Use an encyclopaedia to see if you can find some more information about them and write a sentence about each one.

The Temple of Jupiter

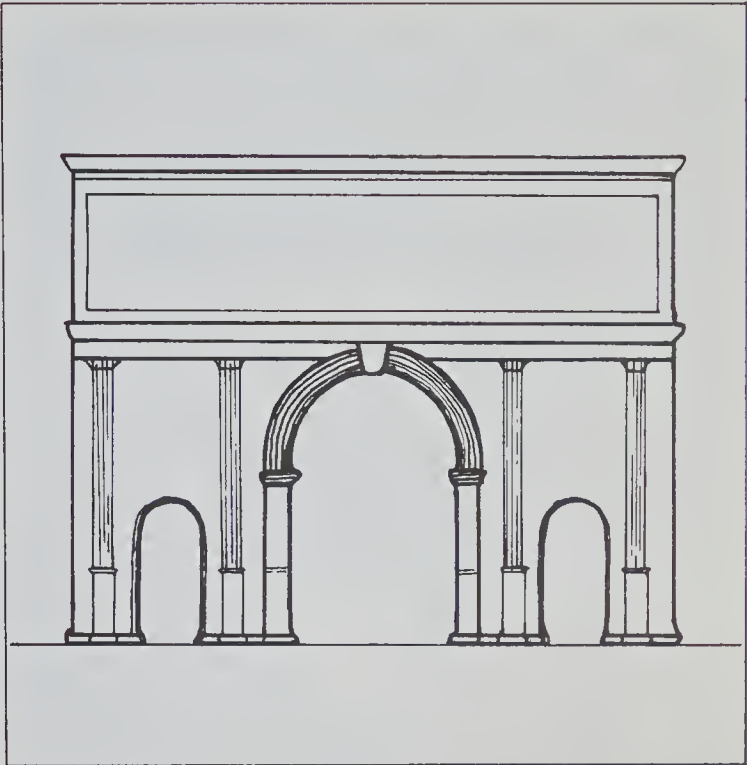
The Pantheon

The Circus Maximus

The Colosseum

On the right is a picture of a triumphal arch. Many of these arches were built in Rome by Emperors such as Constantine, Titus and Severus to celebrate great victories and to remind people of their success. In more recent times two imitation triumphal arches were put up in London and an even more famous one was built in Paris by Napoleon. See if you can find out the names of these modern triumphal arches.

3. Draw the picture of the triumphal arch in your book and write a few sentences to explain what it is and why these arches were built.



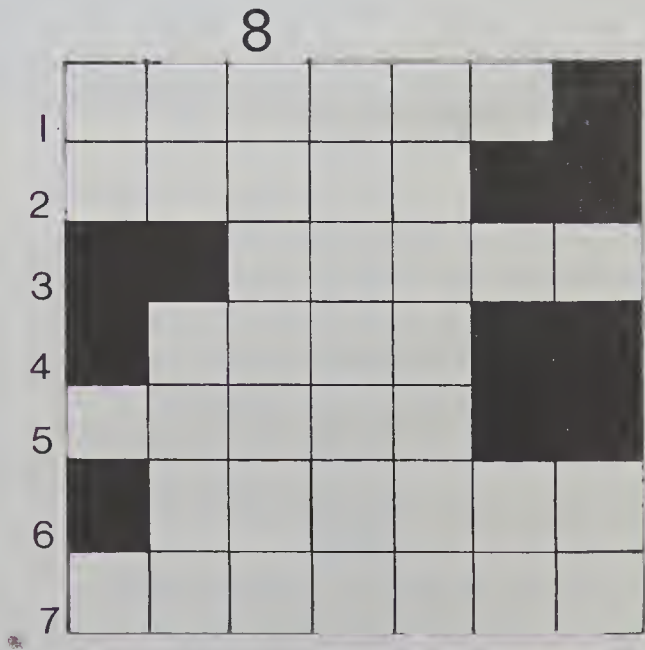
A triumphal arch

Rome was not only a city of palaces, temples and magnificent archways. It also had shops, markets and fine houses in which the well-to-do lived, and blocks of flats and rickety wooden tenements for the poor. The wooden tenements were a constant danger because of the risk of fire and Rome suffered serious damage on a number of occasions when fire swept through the poorer quarters of the city.

To overcome this danger the Emperor Augustus set up a permanent fire brigade and he also established a police force to patrol the streets at night and clear the dark alleyways of thieves. Even so we know that Rome was a dangerous city to walk in at night and that by day parts of it were overcrowded, dirty and unpleasant. The great imperial capital had its slums just like any large modern city.

4. Here is a crossword about Ancient Rome, see if you can complete it in your book.

- Emperors built triumphal ones.
- The less well-off lived in these.
- The Forum was a market-_____.
- This was a constant danger.



- Diocletian built a public _____.
- The police force set up by the Emperor Augustus was used to _____ the streets at night.
- Rome had many fine temples and _____.
- This will tell you what sort of city Rome was.

Chapter 7 Houses



The atrium of a Roman house

Poorer people in Ancient Rome lived in flats or apartments but most wealthier families lived in pleasant, single-storey private houses. These houses were built round a central hall called the *atrium* which had rooms opening off it. The atrium was open to the sky as you can see in the picture at the top of the page and it usually contained a small trough to catch the rain-water called an *impluvium*,

Beyond the *atrium* was a second open courtyard called the *peristylum* which usually included a garden and small pool and also had rooms opening off it. The garden with its pool and perhaps a fountain was a pleasantly cool and shady part of the house in which to enjoy the open air and yet escape from the fierce heat of an Italian summer day.

The rooms in a Roman house were brightly decorated with painted plaster walls and

mosaic floors made up of small, coloured tiles set in a pattern. By our standards the furniture was fairly simple. Stools were often used instead of chairs and at mealtimes the family would eat from low tables as they reclined on couches. The bedrooms were provided with simple wooden beds with 'springs' made of criss-crossed leather webbing and pillows stuffed with wool. Mattresses were usually filled with straw.

One great advantage the owners of private houses had over the flat dwellers was a piped water supply. The water was brought to each house through lead pipes on which a tax had to be paid according to the size of the pipe. The diameter of the water pipes in a Roman house was therefore an accurate guide to the wealth of the owner.

1. Answer these questions in your own words.

In what sort of houses did the wealthy people of Ancient Rome live?

Why was it important for the garden of the house to be cool and shady?

What is a mosaic floor?

Describe the furniture used at meal times in Ancient Rome.

What were the 'springs' on a bed made from in Ancient Rome?

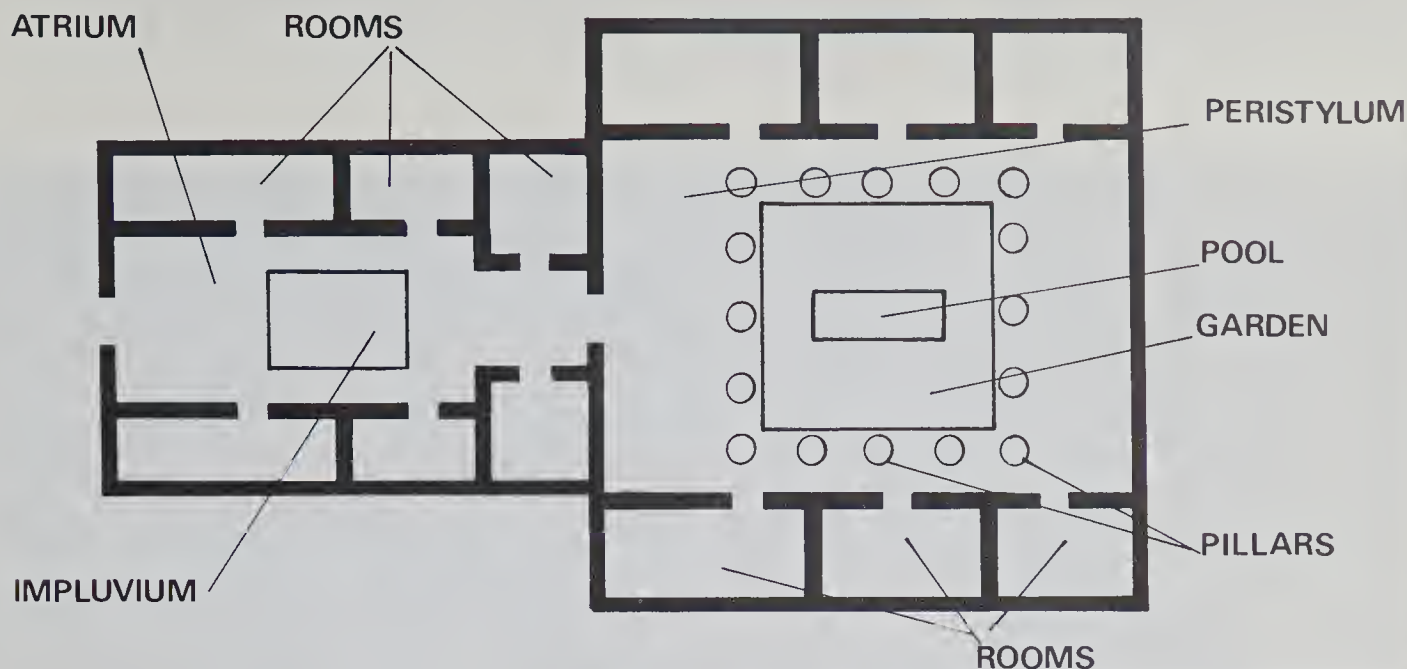
Why was the diameter of his water pipes a guide to the wealth of a Roman?

2. What were the following?

An atrium

A peristylum

An impluvium



Plan of a Roman house

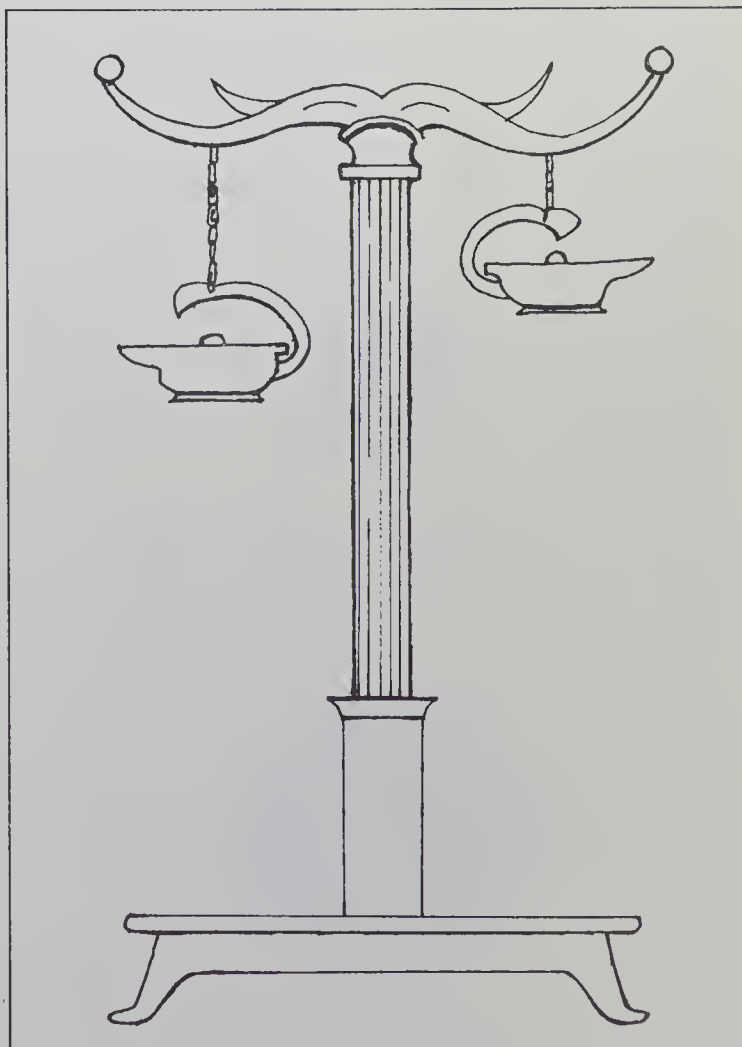
3. Above is a plan of a single-storey Roman house. Draw it in your book and write in all the names.

4. The garden and pool in most Roman houses were inside the walls of the house rather than outside them as our gardens are. What does this tell you about the weather in Rome during the summer?

Houses in Ancient Rome were heated by the Roman system of central heating called a *hypocaust* which sent warm air circulating under the floors of the rooms. This system was also used to heat Roman baths and you can see how it worked if you look at Chapter 10.

Lighting in Roman houses was provided by simple lamps which burned olive oil. These were sometimes made of earthenware and sometimes of metal. The more expensive metal lamps which were used in the homes of rich people were often very elaborately decorated like the handsome standard lamp which you can see in the picture on the right. Lamps like this would be used to light the main rooms such as the dining room.

5. Draw the picture of the standard lamp in your book and write a few sentences about it.



A Roman standard lamp

Chapter 8 Shops and Markets



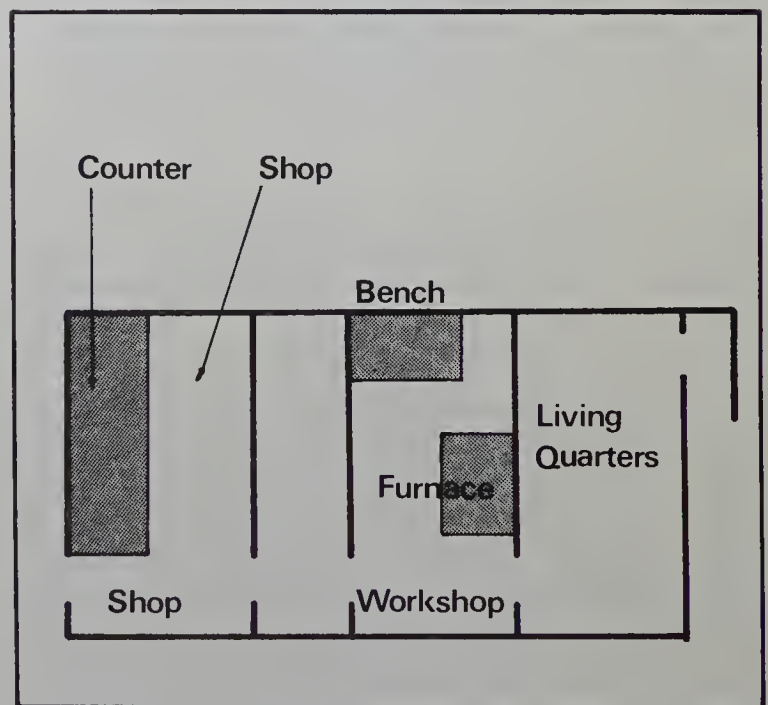
A Roman shop

Rome was a busy city and every day the streets were crowded with people visiting the shops and markets to buy food. In the early days of Rome most of the shops were round the Forum and it was there that farmers from the surrounding countryside set up their stalls on market days. Later, the Forum became more of an official meeting place and the shops were replaced by public buildings such as the *Curia* where the Senate used to meet. Then new shopping centres were provided in other parts of the city.

Caesar and the Emperor Augustus, for example, both ordered that new shopping areas should be built and in these planned squares most of the big shops were to be found.

In addition every street near the town centre was lined with smaller shops selling a wide variety of goods. Some were food shops. Others sold goods imported from many different parts of the Empire and some were the shops of craftsmen who worked behind the open-fronted shop making metal goods, pottery, shoes or some other item which could be manufactured at home. The shop shown in the photograph at the top of the page is a draper's shop. Below, you can see a plan of one of the small workshops showing the counter facing the

street, the store for goods and materials and the craftsman's metal workshop and furnace next door to the family's living quarters.



A workshop

1. Write a paragraph in your own words about Roman shops.

2. Draw the picture of the workshop in your book and write in all the names.

Roman shops were in many ways similar to our own. In the picture opposite which shows a Roman draper's shop you can see the customer being shown some cloth. It is a scene you could see almost any day in a draper's shop in your own town or village. In other shops such as Roman butchers and grocers you would have found many things with which you are familiar. For instance, there were counters for the shopkeeper to serve his customer on, and scales like the steelyard balance in the picture on the right.

One thing you would not have seen in a Roman shop, however, was a plate glass window. The Romans did not use much glass and could make it only in small panes. Most shops were open at the front during the day and were closed with wooden shutters at night.

3. Describe the Roman draper's shop in your own words.

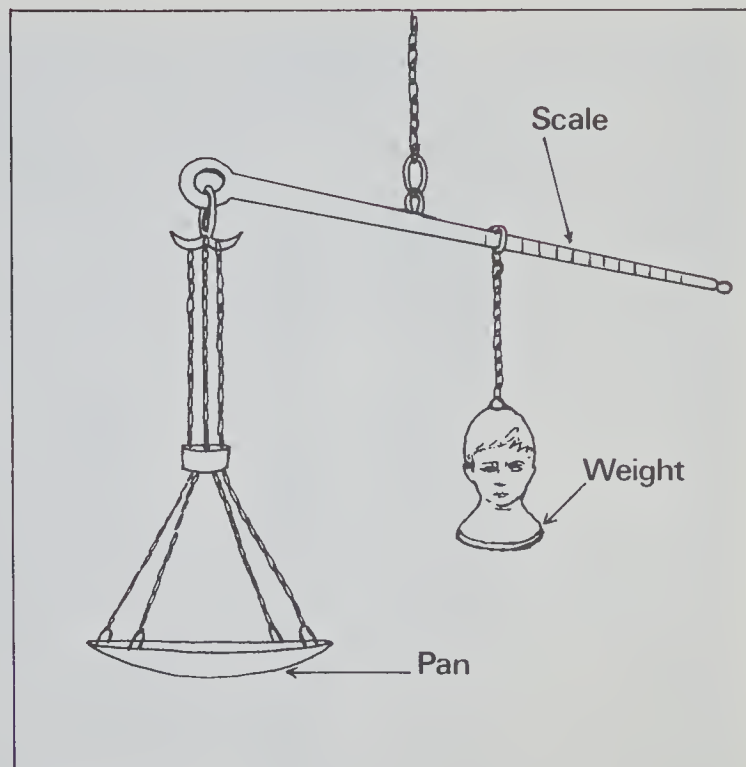
4. Draw the steelyard balance in your book. Can you see how it works?

On the right you can see photographs of two Roman coins which Roman shoppers used. The top coin is a silver *denarius*, the chief Roman coin and beneath it is an *as*. Sixteen *asses* equalled one *denarius*. The Romans also used a coin called a *sestertius* and four *sestertii* made up one *denarius*. There was an even smaller copper coin called a *quadron* which was a quarter of an *as*. A *quadron* was the price of a full day's admission to the public baths.

5. Write a few sentences about Roman coins.

6. Add together the amounts of money shown below and find out how many denarii you would have altogether.

- 4 denarii
- 2 sestertii
- 7 asses
- 4 quadrons



A steelyard balance



A silver denarius



A bronze as

Chapter 9 Slaves



Slaves dressing a woman's hair

The Romans used thousands of slaves. It has been estimated that there were as many as 400,000 slaves in Rome itself in the city's hey-day, and without this force of cheap labour the Roman Empire could not have been as great or successful as it was. To us the whole idea of slavery seems horrible but to the Romans, and to all nations at this time, it was quite normal to treat some people as though they were cattle and to buy and sell them in the market place.

Slaves were usually prisoners of war who were rounded up by successful generals and sent back to Rome to be sold in the slave market. Some generals such as Julius Caesar became very wealthy as a result of this trade and the hope of capturing slaves was one of the reasons for Caesar's raids on Britain in 55 B.C. and 54 B.C.

Slaves were also obtained by kidnapping and by piracy and they were not always ignorant tribesmen. Many slaves were highly

educated men and women who commanded a very high price in the slave auctions and were used as house servants, teachers and stewards. Slaves from Greece, who were usually particularly well educated, were the most highly prized of all.

The children of women who were slaves automatically became slaves themselves and were the property of the owner of the mother. Many people were therefore brought up in slavery.

1. Answer these questions in your own words.

What is a slave?

How many slaves were there in Ancient Rome?

How were the slaves obtained?

Which general made a lot of money by trading in slaves?

From which country did he hope to obtain slaves in 55 B.C.?

What sort of jobs did educated slaves do?

Why were Greek slaves very highly prized?

Every reasonably well-to-do family in Ancient Rome would have at least two household slaves. They were usually well treated and often joined the family for daily prayers at the household altar but they were expected to work hard. Slaves would do most of the cooking, cleaning and gardening and attend the master and mistress to help them dress. You can see slaves attending a rich woman and helping with her hair and make-up in the picture opposite.

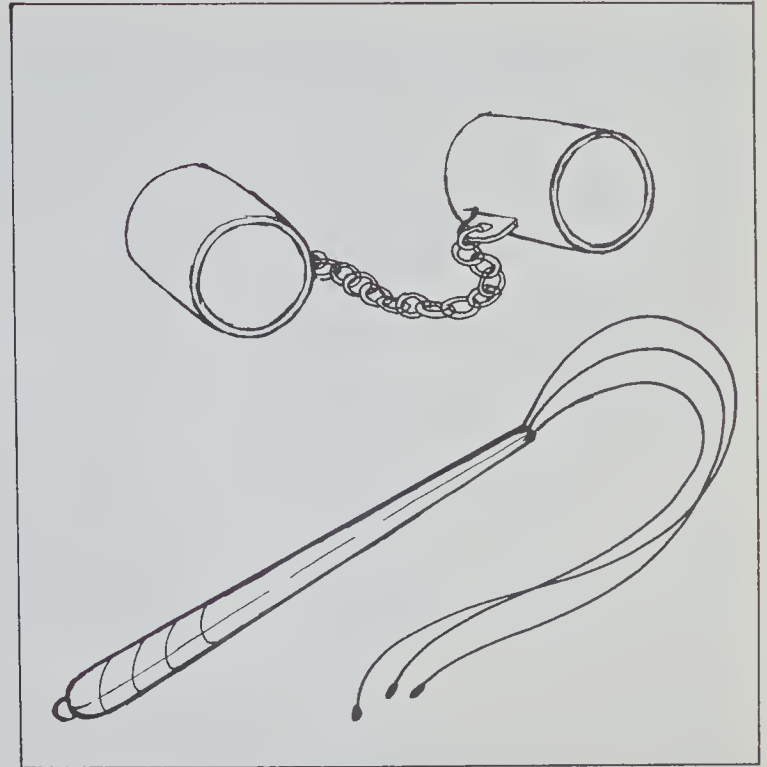
Other slaves who were less well educated had to work harder than house slaves. Most heavy farm work, for example, was done by slaves and many thousands were employed in Rome on the building sites. Roman warships were also powered by slaves who were chained to their heavy oars and probably worked hardest of all under the whips of the slave master aboard the ship.

2. Pretend you are a slave in Roman times. Write a few sentences about your life saying why you like or dislike it.

3. Draw the whip and manacles of a galley slave in your book. Why were the slaves who rowed the great warships called galley slaves?

Once a person became a slave it was very difficult for him to become a free man again. If a slave ran away there were very strict laws against helping him and most runaway slaves were recaptured and returned to their masters for punishment.

The only safe way to gain freedom was to be granted it officially. Slaves of good masters who



Whip and manacles

sometimes gave them pocket money saved the money and bought their freedom. Others might be given it as a reward for long or very faithful service. Occasionally, a slave might receive his freedom as a bequest in the will of a dead master. Obtaining freedom in any one of these ways was called *manumission*.

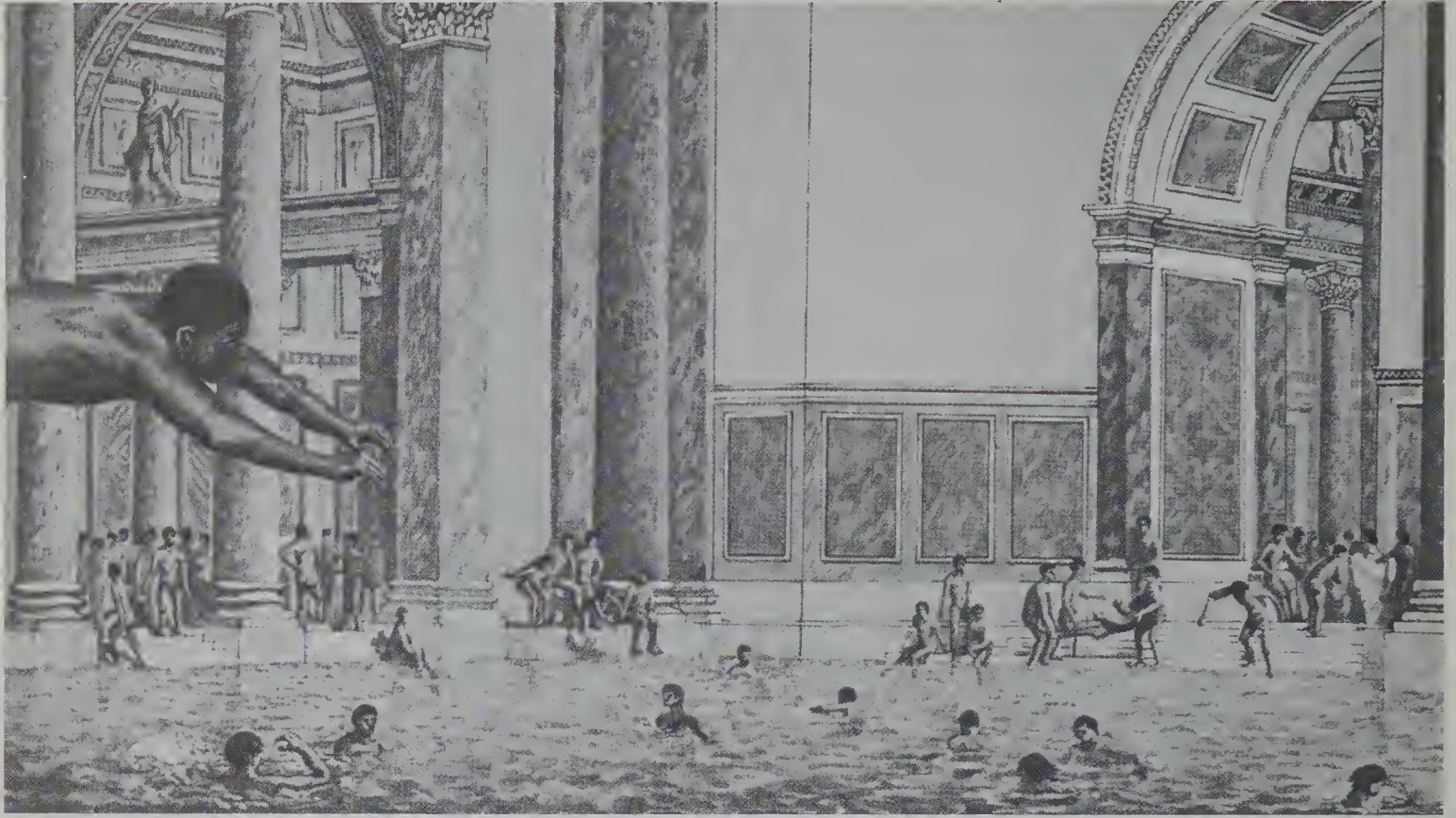
4. Write down three ways in which a slave could obtain manumission.

5. Why were runaway slaves usually recaptured?

6. Slavery went on in some parts of the world until very recently. See if you can find out any information about slavery in the last two hundred years and write one or two sentences about it in your own words.

7. Look up Spartacus in an encyclopaedia and find out what you can about the slave revolt he led in Rome in 73 B.C.

Chapter 10 Public Baths



The Baths of Caracalla

Few Roman houses had bathrooms and so most Roman citizens visited the public baths every day in order to keep clean. At the baths they would sit in heated rooms and sweat the dirt out of their pores, rather as people do today in a Turkish bath. They would then scrape the dirt from their skin with a small wooden or metal scraper called a *strigil* and finally rub their skins with olive oil to replace some of the natural oils which they had lost in the process of sweating out the dirt.

The first public baths in Rome in the early days of the Republic were simple wash-houses, but in the later days of the Empire the public baths became more and more magnificent. The great Baths of Caracalla, which you can see in the picture, covered an area as large as our Houses of Parliament and the baths put up by the Emperor Diocletian were even bigger.

Inside the baths there were marble pillars, mosaics and decorated walls and all manner of different things to do. For an admission fee of one quadron a Roman citizen could use the

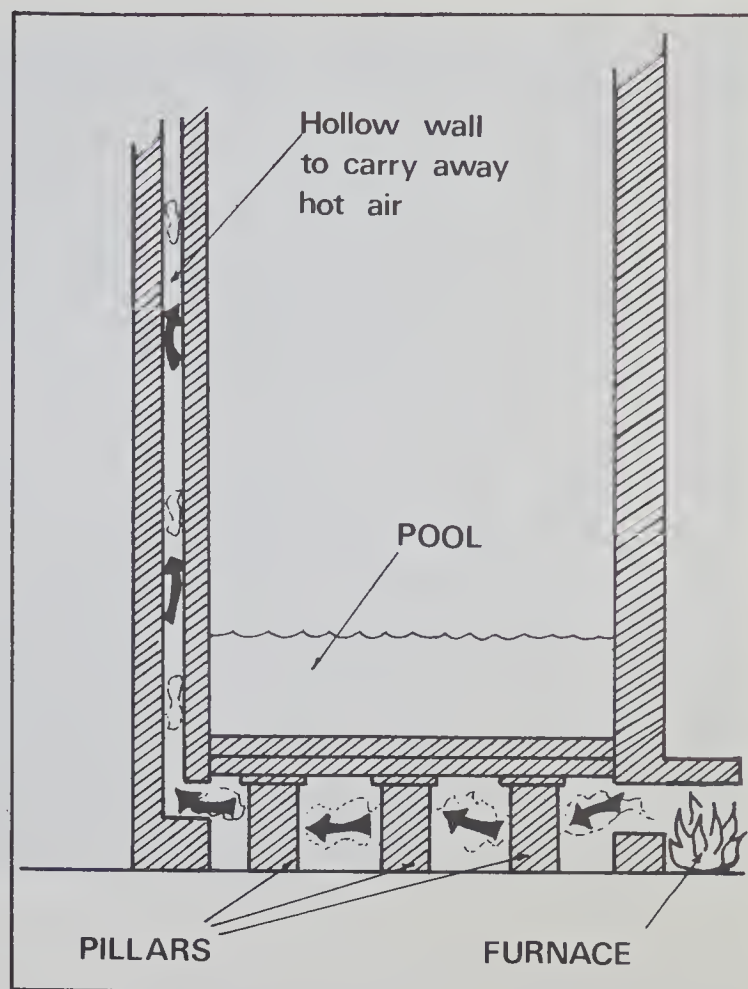
heated rooms, the hot and cold plunges and the swimming pool in order to get clean and he could be oiled and massaged by a professional masseur. He could also take part in wrestling, athletics or games in the sports halls under expert supervision or simply sit with his friends watching the gymnastics and enjoying a drink or a game of dice. A visit to one of the fine public baths in the city was not only a means of keeping clean, it was also a social occasion in itself.

- 1. Describe a Roman public baths in the days of the Empire in your own words.**
- 2. How did Roman public baths differ from the public swimming baths we are used to in our own day?**
- 3. See if there is a Turkish bath in your own town. How much does it cost today to get the treatment Romans received for as little as a quadron?**

The water in Roman baths was heated by hot air circulating under the floor of the pool. This system, called a *hypocaust*, was also used to centrally heat Roman houses, as we saw in Chapter 7, and it was very efficient. The diagram on the right shows you how it worked. The floor of the pool was made of tiles set in cement and this was raised on small pillars leaving a space underneath for the warm air to circulate. Wood-burning furnaces, stoked by slaves outside the building, provided the heat. The air and smoke was drawn through the system by narrow chimneys set in the walls.

4. Trace or copy the diagram of the hypocaust into your book and write in all the names.

5. Explain in your own words how a hypocaust worked.



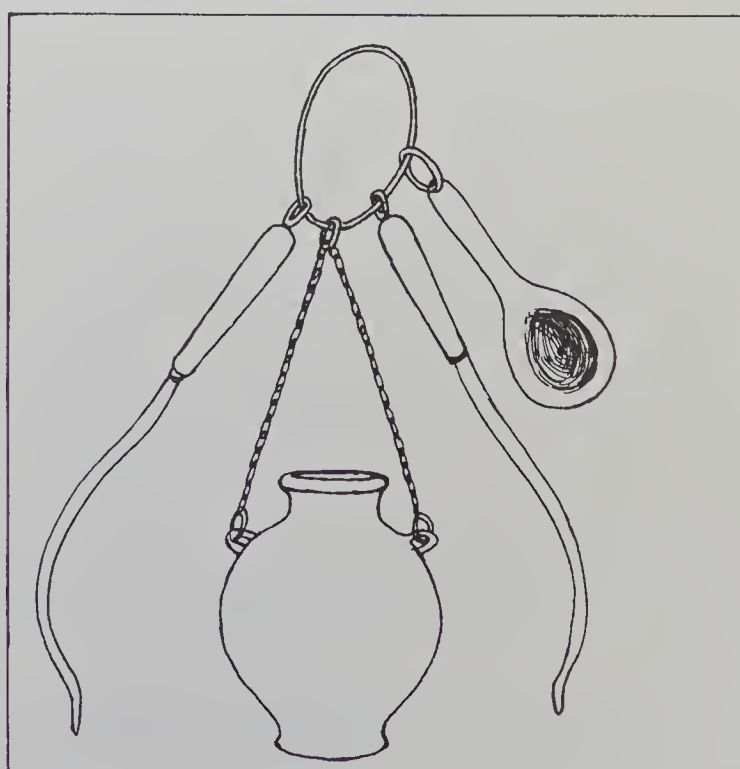
A hypocaust

The main public baths in Rome employed large numbers of slaves. Some stoked the great furnaces, some acted as cloakroom attendants or gym and games instructors and some as masseurs. The masseur rubbed down the body of a bather with towels, pummelled him on a massage table and then rubbed perfumed olive oil into his skin, removing the surplus oil with a strigil. If you look at the picture on the right you can see a Roman masseur's kit, including his oil bottle, strigils and oil dish.

6. Copy the picture of the masseur's equipment into your book.

7. Write a few sentences about the work of slaves in the Roman public baths.

8. Where were the most famous public baths built by the Romans in Britain? See if you can find some information about them and write a paragraph in your book.



A masseur's equipment

Chapter 11 Entertainment



Chariot racing

The Romans loved to be entertained and one of the great attractions of the city of Rome to outsiders was the number of things to see. Every street corner was used by travelling musicians and acrobats and there were always highly organised entertainments put on in the *Colosseum*, the huge *Circus Maximus*, and the other places of public entertainment in the city.

These lavish shows were usually provided free by the Emperor in order to keep the crowds happy and win their support. Together with the free dole of corn to the poor, the shows were the chief means of avoiding a revolt among the hundreds of unemployed men in Rome and this policy of providing 'bread and circuses' seems to have worked. Certainly the places of entertainment, many of which could seat thousands of people, were always crowded with Roman families enjoying the thrills of a chariot race in the *Circus Maximus* or the spectacle of cruel, animal-baiting sports and contests between professional gladiators in the *Colosseum*.

1. Answer these questions in your own words. Write your answers in sentences.

What was one of the great attractions of the city of Rome to outsiders?

Who provided entertainment on the street corners?

Name two places in which public entertainments were staged.

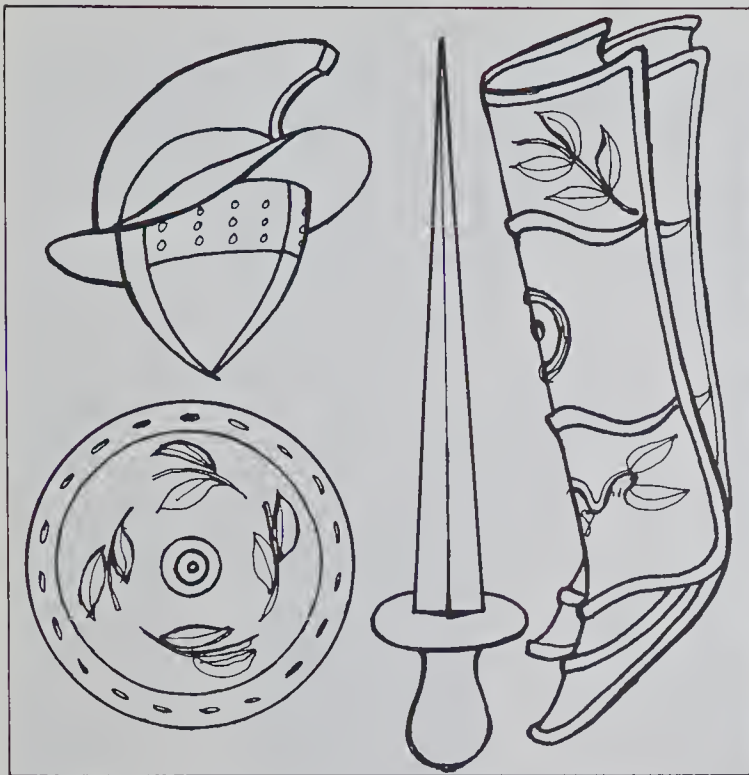
Who provided the great public entertainments?

Why were they provided free?

What else was given out to the poor in Ancient Rome?

What sport did the Romans watch in the *Circus Maximus*?

2. We still use the Roman word 'circus' for a special sort of entertainment. What do we mean by a circus? Look up the word in a dictionary and see if you can find its meaning in Latin which was the language the Romans used.



A gladiator's equipment

If you look at the drawing above you can see the sword, leg guards, helmet and shield of a professional gladiator. These men, called *mirmillones*, fought against other gladiators called *retiarii* who were armed with a long, three-pronged fork and a net with lead weights. The contests were bloodthirsty and usually ended in the death of one of the gladiators unless the crowd decided the beaten man had fought well.

If they approved of the struggle the loser had put up then they would raise their thumbs to show that the winner should spare his opponent's life. If they did not approve, however, they turned their thumbs down and the winner would kill the man who had lost. In an afternoon's so-called sport in the Colosseum many men and a great many wild animals were slaughtered to please the cruel Roman mob.

3. Draw the picture of the gladiator's equipment in your book and write a few sentences about the contests in the arena between the *mirmillones* and the *retiarii*.



The remains of a Roman theatre

Not all the entertainments in Rome were cruel and bloodthirsty. Many educated Romans found the killing in the arena as sickening as we probably would and they found their pleasure in more civilized forms of entertainment. Musical performances, visits to the homes of their friends and an outing to the public baths gave enjoyment to many Romans and so too did a trip to the theatre.

Even in the theatres, however, the entertainment was not very serious. Most plays in the days of the Empire were farces and mimes and it was difficult to find a theatre which still put on the more serious plays by the great Roman dramatists like Plautus who had lived in the days of the Republic.

4. Why did some Romans prefer the theatre to the arena as a place of entertainment?

5. Where can you still see fights between men and animals in arenas which look like amphitheatres?

Chapter 12 Costume



Roman costume

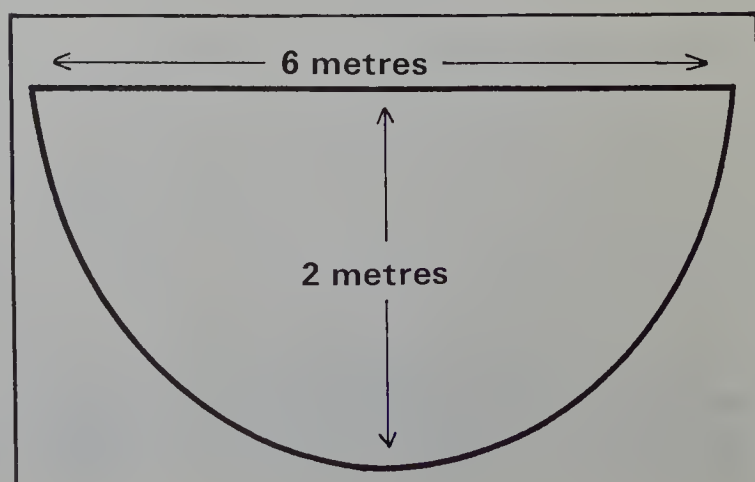
Roman clothes were very simple and well suited to the hot Italian climate. The main garment was a one-piece tunic with short sleeves drawn in at the waist with a cord or belt which the Romans called a *tunica*. The man looking at cloth in the draper's shop in the picture on page 20 is wearing one, and you can see that men's tunics came down to just below the knee. Women's tunics were almost the same but they reached down to the ankles.

Wealthy Roman men and government officials covered their tunics with the dignified outdoor cloak called a *toga*. This not only kept them warm in colder weather but also acted as a badge of rank. All the Senators in the picture on page 14 are wearing togas.

Ordinary working men did not wear togas, which were expensive, but made do instead with simpler cloaks made of wool. Women did not wear togas either but had an outdoor cloak for cold days which was called a *palla*. On their feet the Romans mostly wore sandals.

1. Write a few sentences about Roman costume in your own words.

2. Below is a diagram of a toga. It was wrapped round the body and the loose end was held with one arm. Draw the picture in your book and write one or two sentences about the toga.

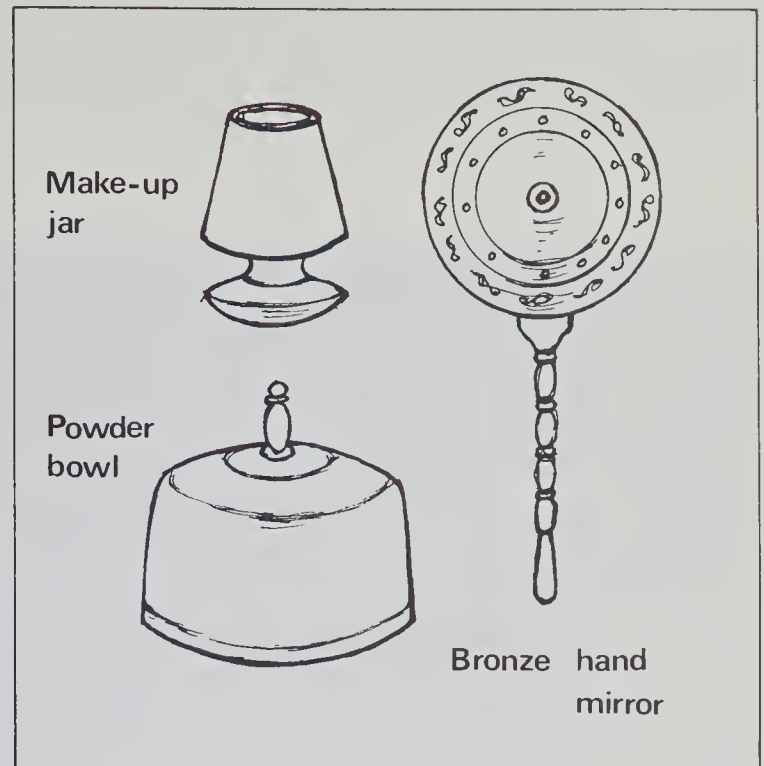


Right: toilet articles

Wealthy Roman women spent a great deal of time and trouble over their appearance. In the morning slave girls would dress a rich woman's hair and help her to put on her clothes and then remain in attendance while she made up her face. This could take quite a long time because Roman women used face powder, rouge, lipstick and eye-shadow and also stuck small black patches or beauty spots on their skin.

Finally with the help of her slaves a lady would complete her toilet and dressing routine by putting on her jewellery which might include pearls and emeralds which the Romans greatly prized.

3. Write a few sentences in your own words about a wealthy woman's beauty aids.



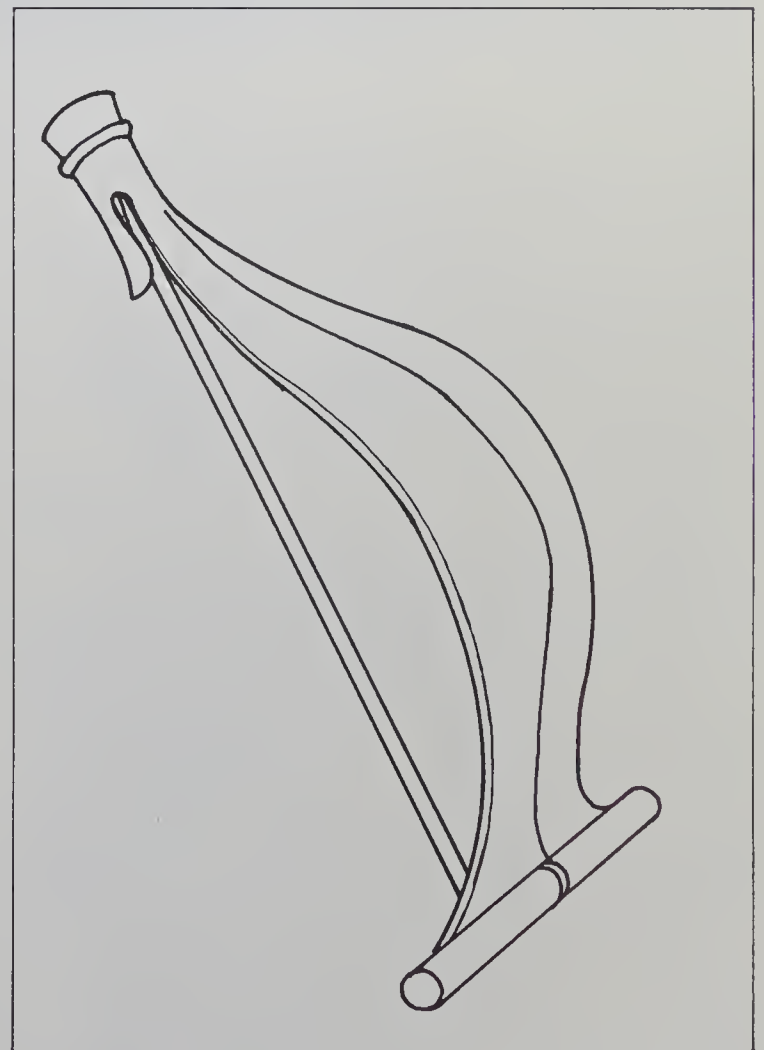
4. Draw the picture of a Roman woman's toilet articles in your book.

The Romans did not use steel needles and most of their dressmaking was done with rather clumsy needles made of bronze or bone. This made the task of buttonholing very difficult and so most Roman clothes did not have buttons. Instead the Romans used fancy pins to act as clasps for cloaks and so forth and many of these were very beautifully designed. You can see a Roman pin in the picture on the right made from bronze and fashioned in the shape of a harp.

5. Trace or copy the picture of the pin in your book.

6. Write one or two sentences about Roman pins and explain why they were used instead of buttons.

7. See if you can find any more pictures of Roman pins of a different design and draw them in your book.



A Roman pin

Chapter 13 Farming



Picking grapes

Farming was the most important occupation in the days of Ancient Rome and without the wheat, olives and grapes grown in the Italian countryside and on farms in different parts of the Empire the city of Rome could not have survived. The food, particularly the wheat which was the main item in a Roman's diet, was grown on large farm estates called *lati fundi*.

In the centre of one of these estates there was the house (villa) of the wealthy owner, the rooms occupied by the slaves and the barns, corn drying ovens, blacksmiths shop and other buildings to do with the farm. Surrounding this were the fields in which the crops were grown. By farming in this way on big, well organized estates the richer farmers were able to grow enough food for themselves, their families and slaves and still have enough left over to sell in the markets of Rome.

In addition to growing wheat, farmers in Roman times cultivated grapes for treading into wine, and olives which were pressed to produce olive oil, used for cooking and for burning in lamps.

In the hilly districts of Italy the farmers reared sheep to provide both wool and meat and most lowland farms kept cattle and pigs. Oxen were also kept to pull ploughs and the heavy farm carts which were used to take a farmer's produce to market.

1. Answer these questions.

What was the most important occupation in Ancient Roman times?

What were the large farm estates called?

What was the main item in a Roman's diet?

Why did Roman farmers grow grapes?

What were olives used for?

What livestock did Roman farmers keep?

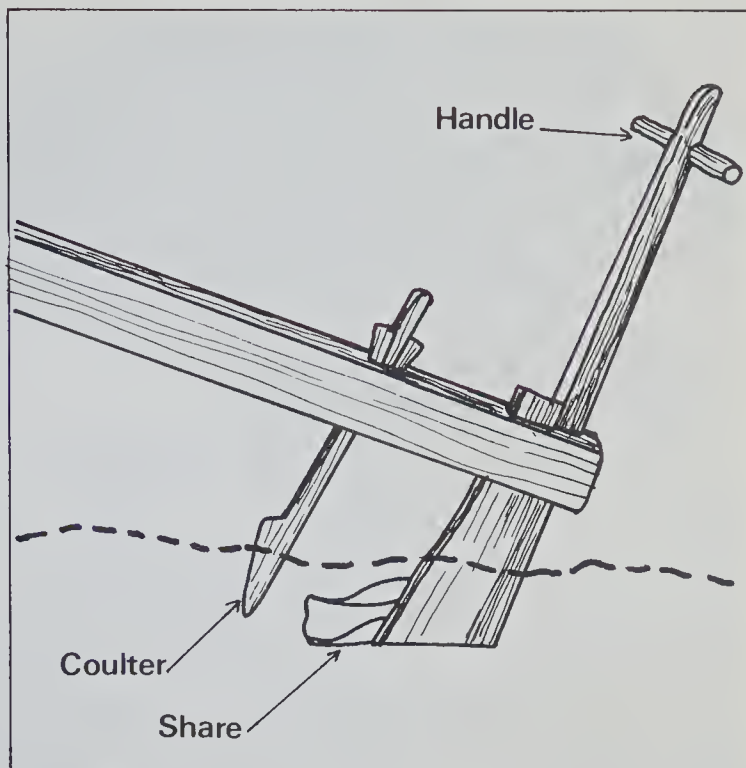
2. Why do you think farmers near the city of Rome had to produce more food than they needed just for themselves and their families?

The Romans used a heavy wooden plough. It was drawn by two oxen. This plough was similar in many ways to the simple ploughs used by the Ancient Egyptians and other more primitive peoples but the Romans added one important improvement. In addition to the iron-tipped plough share which turned over the soil the Romans also used an iron coulter which cut the soil ahead of the share and made the task of turning a furrow much easier.

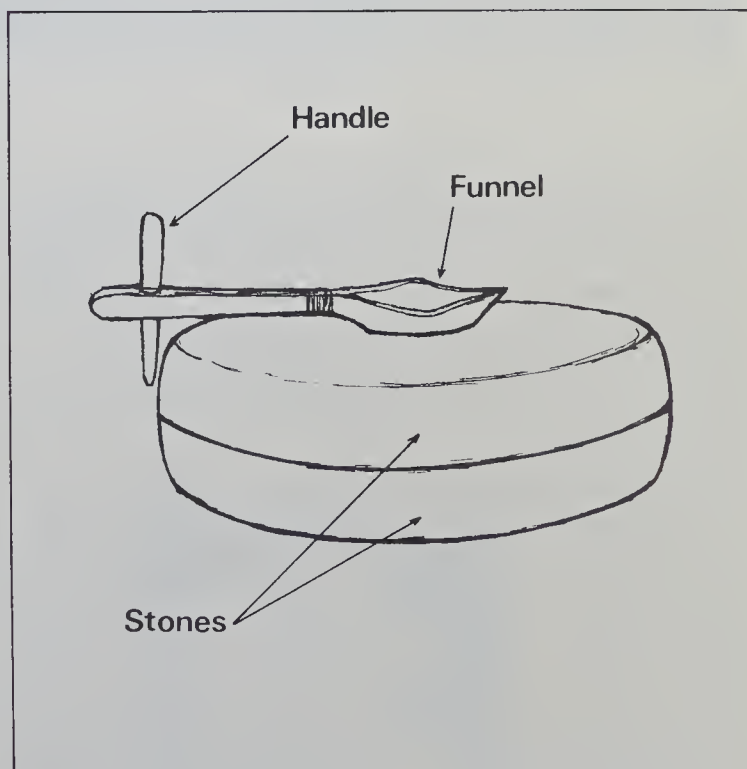
3. Copy or trace the picture of the Roman plough in your book and write one or two sentences to explain how the Romans improved the plough.

In the very early days of Rome most of the citizens ground their own corn. At first the mills were very primitive and consisted of two stones rubbed together by hand but in time the Romans developed a more efficient hand mill called a *quern*. You can see a quern in the picture on the right and you will notice that there are two mill stones which can be ground together by turning the handle on the top stone. In the centre of the top stone there is a hole through which the grains of wheat can be poured and a funnel to make sure the wheat does not fall on top of the stone. When the corn had been ground the flour came out from between the two stones and fell onto the table, ready to be collected by the Roman housewife. The quern was such a good method of making flour that the Romans built water mills which worked in exactly the same way only with much larger stones to grind corn into the flour used by bakers.

4. Draw the picture of the quern in your book and write one or two sentences about flour milling in Ancient Rome.



A Roman plough



A quern

Chapter 14 Roads and Transport



The Appian Way

The Romans were great road builders and a network of well-made military roads covered the whole of the Roman Empire. Orders from the Emperor, army supplies and, when danger threatened, extra troops could all be rushed along the straight, well-paved roads in a fraction of the time it would have taken before they were built.

In addition, the roads proved of great value to merchants and civilian travellers who were able to get about from place to place quite easily. This encouraged trade between different parts of the Empire and helped to make Rome rich.

The first of the great Roman roads was the *Via Appia*, or Appian Way, which you can see in the picture at the top of this page. It was named after Appius Claudius, the official who planned it in 343 B.C. and it ran from Rome to the port of Brindisi on the 'heel' of Italy.

Later, more roads were built in Italy and in all the newly conquered provinces of the

Empire. They were marked with milestones at intervals of every Roman mile (1,455 metres). On each milestone was carved the name of the Emperor who had ordered the building of the road and the distance to the nearest town. The distance from Rome was often marked too, as a reminder that the city of Rome was the centre of the great road system.

- 1. Write a paragraph in your own words about Roman roads.**
- 2. See if you can find a picture of a Roman milestone and draw it in your book.**
- 3. Look in your atlas at a map of Italy. The Appian Way ran south from Rome to Terracina and Capua, then turned eastwards through Benevento before heading southwards again to Brindisi. Try to follow the course of the road on your map and then see if you can draw a sketch map of southern Italy and mark in the Appian Way.**

The Roman roads were built by army engineers with help from local workmen and slaves. The main roads were paved with blocks of stone, and the less important roads surfaced with hard-packed gravel. All the roads were built on solid foundations made of heavy stones and they were well drained.

Generally speaking the Roman roads were wide enough to allow two columns of marching men to pass each other because the main purpose of the roads was the speedy movement of troops from place to place.

The picture on the right shows the method used by the Romans to pack down the layers of gravel and chalk which formed the bed of their roads.

4. Draw the picture of the workman in your book and say what he is doing. How is this work on roads done in our own day?

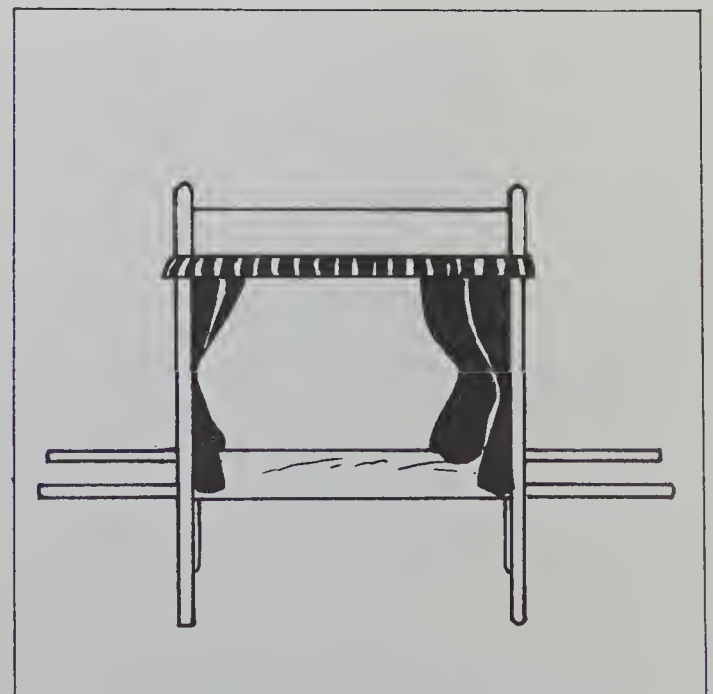
The Roman roads were always busy. Squads of soldiers marching to and from a fort or garrison town were a common sight and carts laden with supplies and military equipment were constantly on the move. Fast horsemen hurrying along with orders from the Emperor might be encountered and there was always plenty of local traffic near to the towns as farmers used the roads to carry their produce and drive their cattle into market.

It was possible to see wealthy young men 'burning up' the roads in their fast racing chariots, which were driven at a tremendous pace, and to watch the more gentle progress of wealthy ladies being carried in litters by four slaves. The Romans also used light passenger carts drawn by horses, and on the busier roads traffic jams were as much a part of Roman life as they are of ours.

5. Draw the picture of the Roman litter in your book and write a paragraph about traffic on Roman roads.

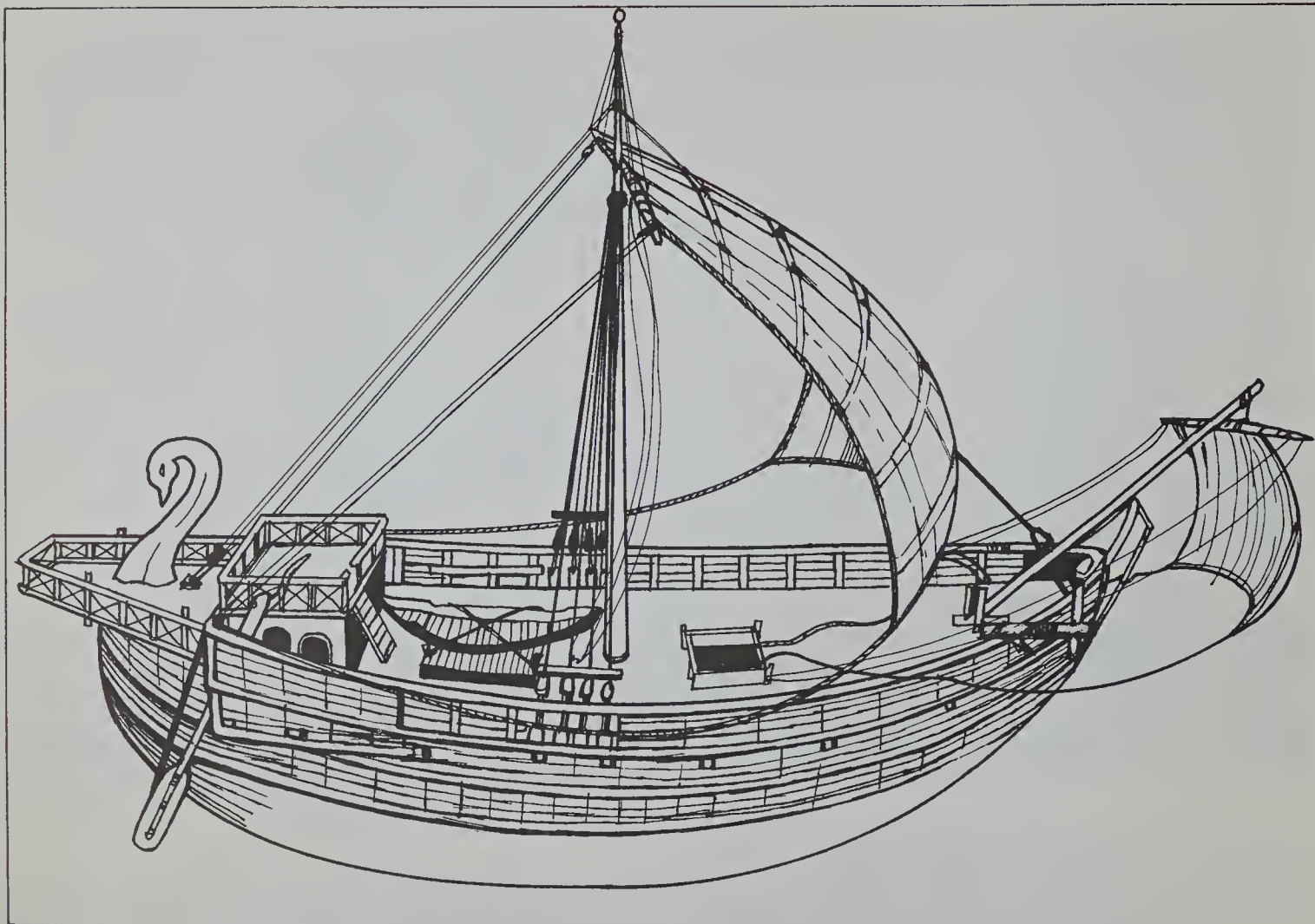


Building a Roman road



A Roman litter

Chapter 15 Ships and Trade



A Roman merchant ship

As the city of Rome grew larger and larger and the number of people living there increased, it became impossible to supply all the needs of the town from the surrounding countryside.

As a result wheat, olives, wine and other products were imported into the city from abroad. Egypt, North Africa and Sicily, for example, provided Rome with much of its corn and large quantities of wine were brought in from Spain and from Gaul. Other items such as cotton from Egypt, metals and hunting dogs from Britain, gold, ivory and wild animals from Africa and silk from as far away as China were imported. In return pottery and other products made in Rome itself were sent out to the provinces.

To carry this trade to and fro across the seas the Romans built a great fleet of merchant ships which sailed to all parts of the Empire.

1. Answer these questions in your own words.

Why did Rome need to import food from abroad?

Where did much of the corn used in Rome come from?

What did the Romans obtain from North Africa, Spain, Britain and China?

What did the Romans build to carry their goods from country to country?

2. Write down what you think the following words mean:

trade
import
export

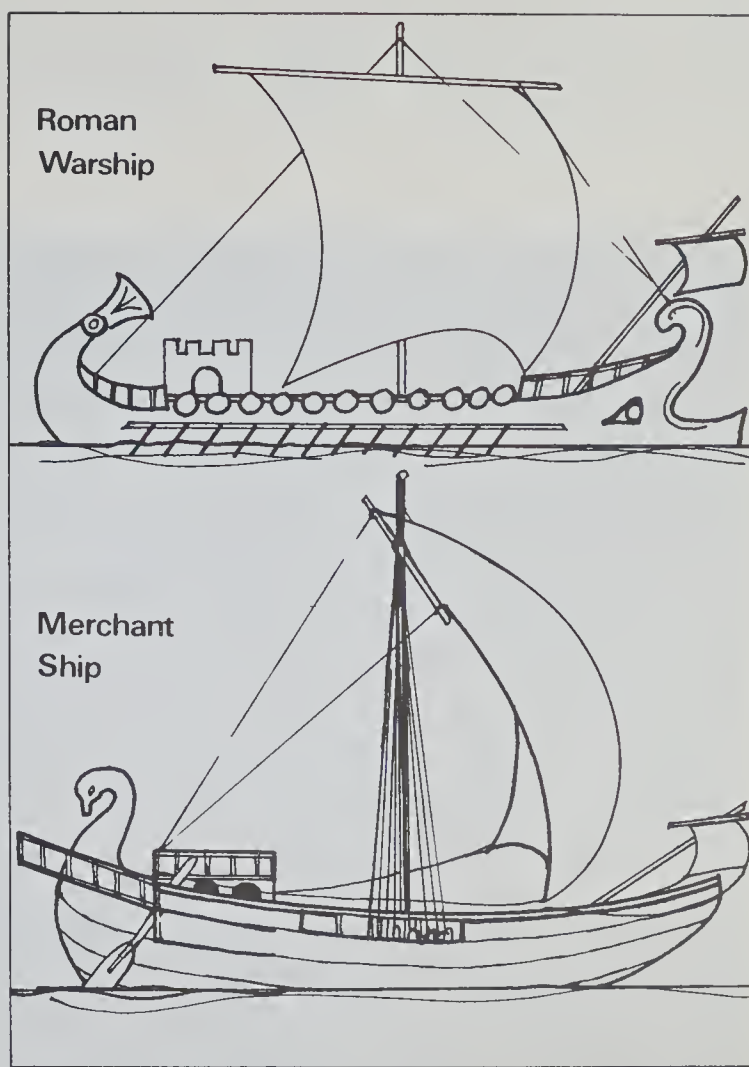
Roman ships were of two main types. There were heavy warships like the one in the picture on page 8 and lighter merchant vessels which were used for carrying goods like the one in the drawing on the opposite page.

The merchant ships were powered by sails and carried their cargo in deep holds in the hull. They were steered by two large oars at the stern and were often decorated with an elegantly carved swan's head, also at the stern.

The warships were driven by both sails and oars worked by lines of galley slaves. The warship was much heavier than the merchant ship and had a specially strong pointed bow which was used to ram enemy ships in battle.

3. Write a paragraph about Roman ships in your own words.

4. Trace or copy the drawing of the two Roman ships which you can see on the right.



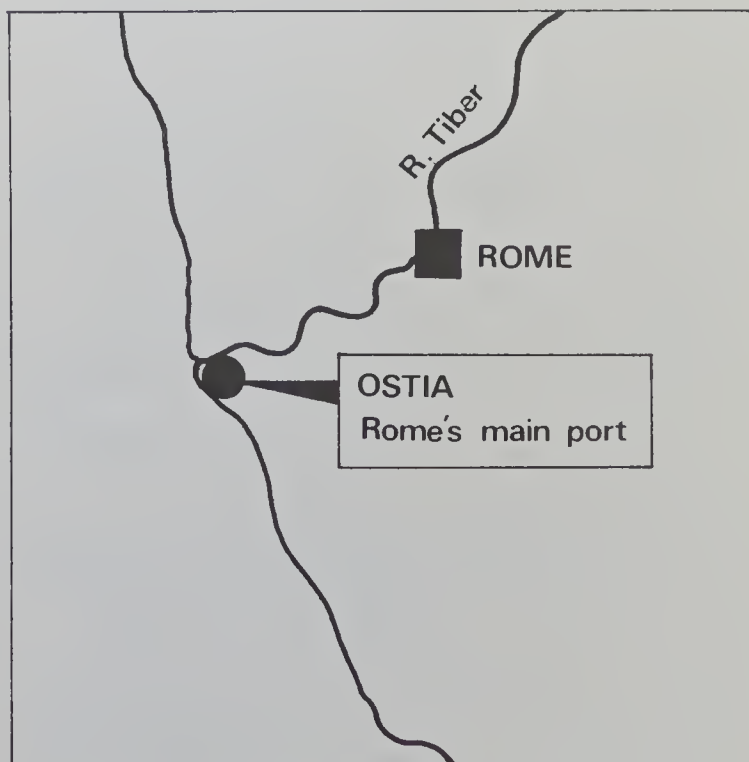
Roman ships

Ostia was Rome's chief port. Situated at the mouth of the Tiber about twenty-four kilometres from Rome, Ostia grew into a busy trading city. Its docks and wharfs were lined with warehouses and a huge force of porters and stevedores was constantly at work loading and unloading the ships and transferring goods into barges, which were hauled up to Rome by teams of oxen or gangs of slaves. Once in Rome, the goods were sold in the wholesale markets which were situated along the banks of the Tiber near to where the barges from Ostia could be unloaded.

Ostia was so important to Rome that when the barbarian Alaric the Goth wished to force the people of Rome to submit in A.D. 409 he captured Ostia in order to cut off Rome's food supply.

5. Draw the map showing the position of Ostia in your book.

6. Write a paragraph in your own words about Ostia, saying why it was so important to the Romans.



The position of Ostia

Chapter 16 Food and Cooking



A nineteenth-century print depicting a Roman banquet

Lavish banquets like the one in the picture, offering great quantities of rare foods such as peacocks and ostriches, were enjoyed by the rich in Ancient Rome, but most Romans ate much simpler things.

In the days of the Empire, breakfast, which the Romans called *jentaculum*, usually consisted of a slice of bread or a wheat pancake eaten with dates and honey and lunch, called *prandium*, which was eaten at about 11 a.m., was a light meal of bread, cheese and sometimes a little meat.

Cena, the Romans' dinner and main meal of the day, was eaten in the late afternoon or early evening and consisted of a sort of porridge made from boiled wheat flavoured with herbs, spices and fresh vegetables. Richer families might also have salad, fish, meat or chicken at their evening meal, but generally the Romans were not great meat eaters. Romans drank a mixture of wine and water with all these meals which were usually finished with fresh fruit.

A light supper, consisting of bread with perhaps cheese and fruit, was sometimes eaten at bedtime. The Romans used to retire to bed soon after sunset and so enough food was often eaten at the evening dinner to last until next morning. In rich households, supper was seldom served because dinner was followed by a great deal of wine drinking which usually put the guests to sleep without the need for another meal.

1. Write down the Roman names for breakfast, lunch and dinner and against each name write down the sort of food the Romans ate at that meal.

2. Why did the Romans often not bother to eat supper?

3. Here are two facts. Write down any connection you can see between them.

Rome had a very hot climate.

The Romans did not eat as much meat as we do.

On the right is a picture of a Roman cooking stove. The stove itself is made of brick and it has a number of shallow depressions in the top in which burning charcoal was placed. Iron stands were then put over the charcoal and the pans and earthenware cooking pots were placed on the stands.

Extra charcoal for the fires was kept in the arch underneath the stove and the slave who tended the stove kept the charcoal under the pans hot by blowing on it or using a small fan. As you can see there is no oven. Most Roman food was either boiled or fried in olive oil.

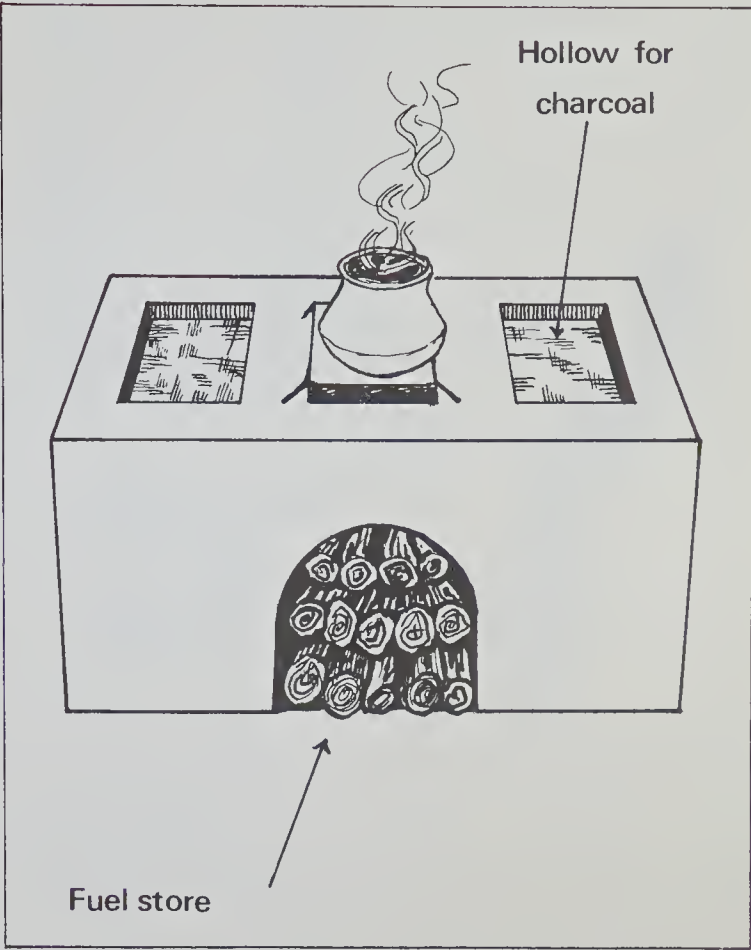
4. Write a description of a Roman cooking stove in your own words and then trace or copy the picture in your book.

The Romans were particularly fond of sauces and rich flavourings, probably because their wheat porridge was so dull eaten by itself. One favourite Roman sauce was called *garum* and was made by putting fish entrails and other fish waste into salt water and leaving it for several weeks until it became a salty and highly flavoured mixture. Other sauces were made from pepper, spices, herbs, vinegar and honey, and food was also flavoured with wine.

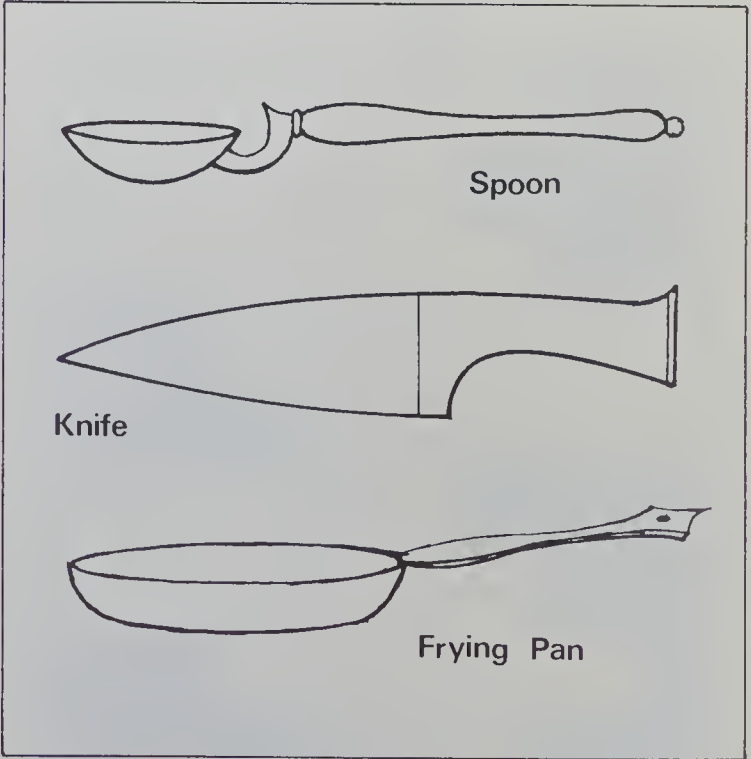
The Romans were fond of sweet things as well and their food was mixed with honey and dried raisins. One of their favourite drinks was a syrupy mixture of honey and boiled wine called *mulsum*.

5. Write a paragraph in your own words about Roman sauces and flavourings.

6. The picture on the right shows a knife, a spoon and a frying pan used in the Roman kitchen. Draw them in your book and write a few sentences about them.



A Roman cooking stove



Kitchen utensils

Chapter 17 Schools

The children of poor families in Ancient Rome probably received little schooling although many of them did learn to read and write. The sons and daughters of rich people, however, received a good education and were taught at home by private tutors or in schools in the city.

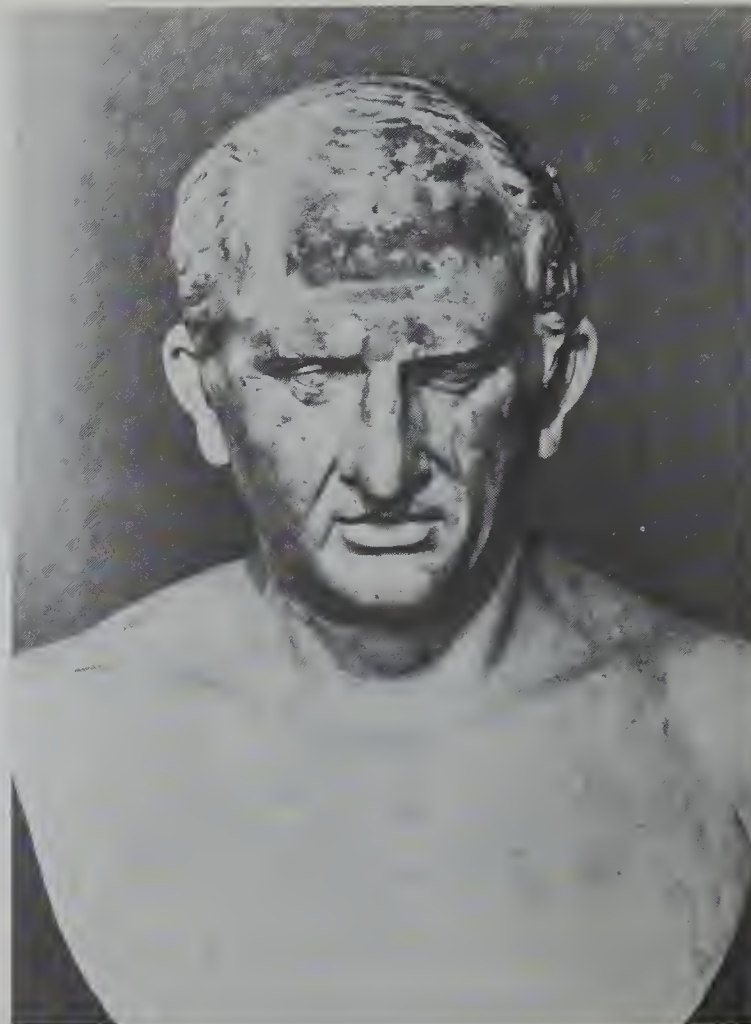
Roman schools seem to have been hard places in which to learn. Pupils were often caned for bad work or for being late, and if a boy did not improve after being caned he was held by two slaves while the schoolmaster beat him with a leather whip.

The routine in school also seems to have been very dull with only a few subjects taught and a longer school day than we are used to. A Roman schoolboy rose at dawn and after a light breakfast spent the whole of the day in school until late afternoon when he and his friends would usually visit the public baths for an hour or so. After that he would go home for a meal and then go to bed at sunset.

Roman schools were of two main sorts. There were ordinary schools for younger pupils where a boy learned the basic things like reading, writing and some simple mathematics done on a bead-counting frame called an *abacus*. Then there were the more advanced schools where older pupils were taught public speaking and spent long hours studying the works of the great Roman writers like Cicero, whose statue you can see in the picture. Music was also taught in Roman schools and in private houses by visiting music teachers who were often Greek slaves.

Generally speaking, girls did not attend secondary schools. After they had learned how to read and write their education usually continued in their own homes where their mothers taught them how to sew and run a household so that they could become good wives. Most Roman girls were married by the time they were sixteen.

1. In what ways was a Roman school different from the school you go to?



Cicero

2. Answer these questions in your own words.

What happened when pupils were late for school in Ancient Rome?

What did boys often do after school was over?

What subjects were taught at the schools for younger pupils?

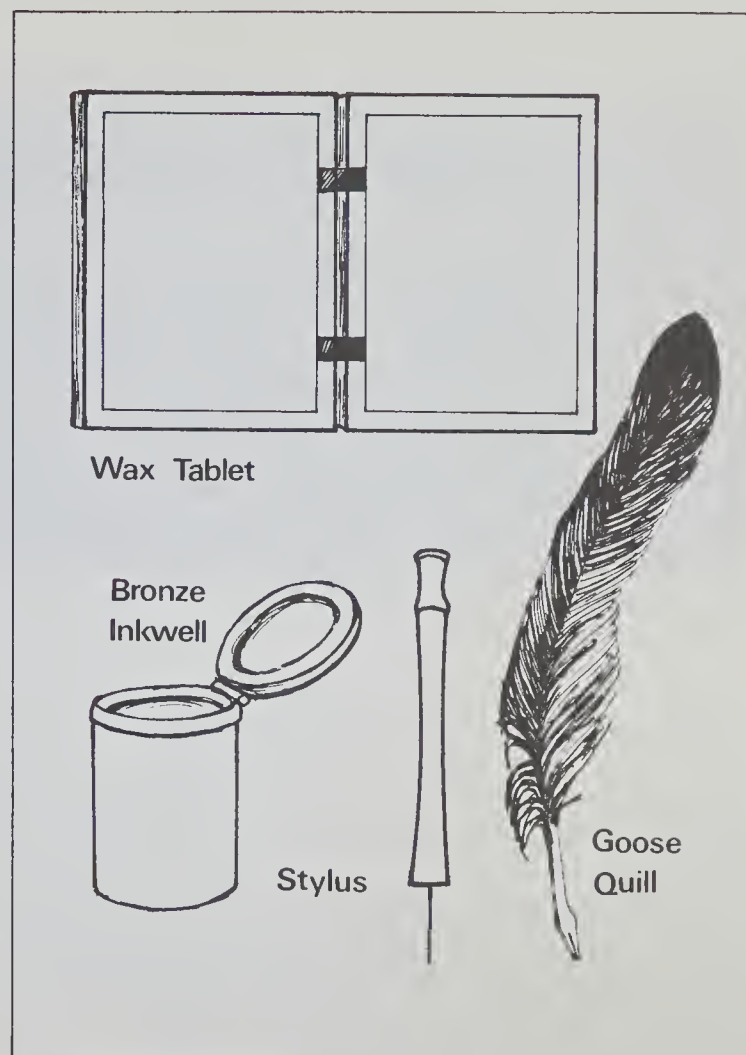
What were the two ways for a boy to learn music?

What were girls taught in Ancient Rome?

When a Roman schoolboy began to write he was given a wax tablet to practise on. He would then scratch his letters on the wax with a metal or wooden pointed instrument called a *stylus* and rub them over when he had finished or made a mistake. Two or more tablets would often be hinged together with cords, as you can see in the picture on the right.

Only later, when he could write well, was a Roman pupil given ink, pen and paper. This was because the paper made by the Egyptian method from papyrus reeds was very expensive. The pens used to write on papyrus were made from goose quills. The ink was a mixture of gum, soot and, sometimes, the black dye obtained from an octopus. It was kept in inkpots made of pottery or bronze.

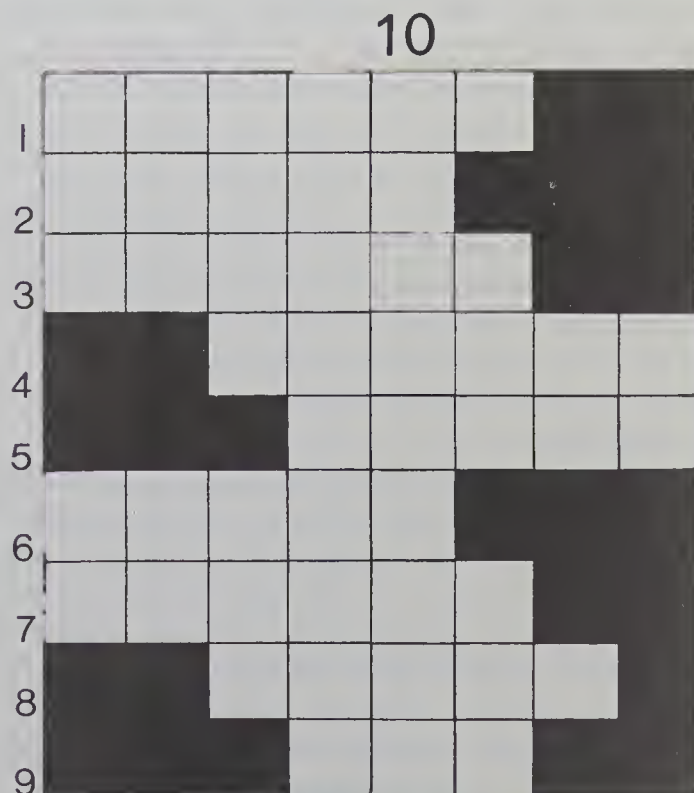
3. Draw the picture on the right which shows a Roman schoolboy's writing implements and write a few sentences about them in your own words.



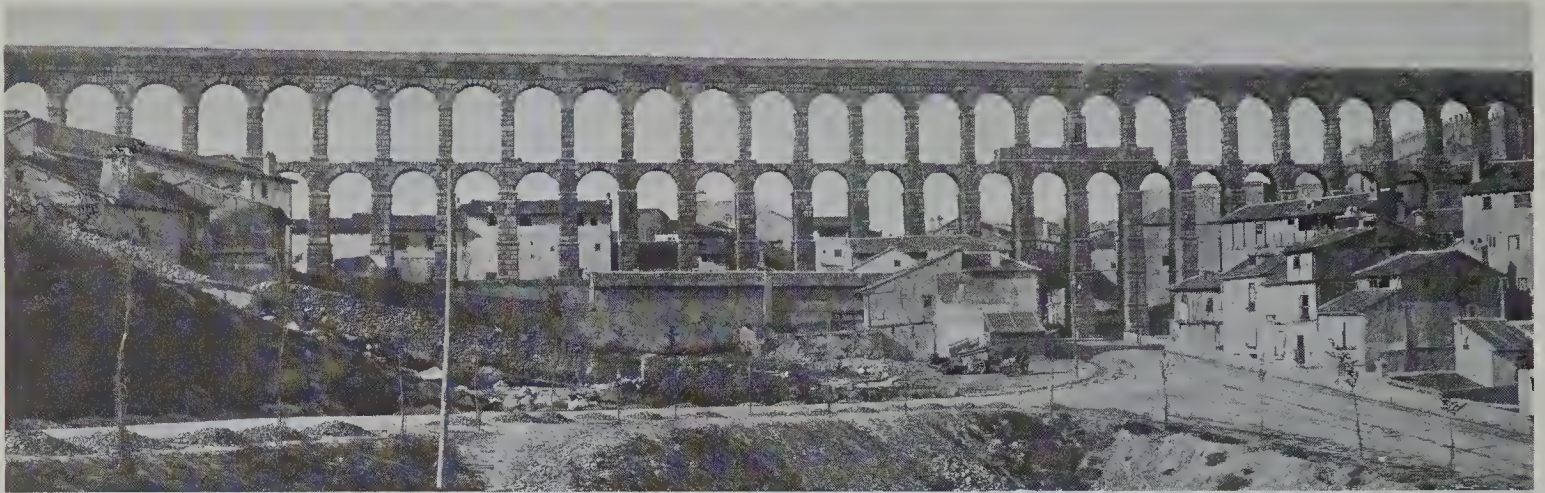
Writing implements

4. On the right is a crossword puzzle about Roman schools. Draw the puzzle in your book and then see if you can complete it.

1. Music teachers were often Greek _____.
2. When a boy was late or did bad work he was _____.
3. This was used for writing on wax.
4. He was a famous Roman writer.
5. Where schoolboys often ended their day.
6. An abacus was used to _____ on.
7. Roman boys learned this sort of speaking.
8. These feathers were used as pens.
9. Made from gum, soot and octopus dye.
10. This tells you what a Roman schoolboy received in school.



Chapter 18 Science and Engineering



The Roman aqueduct at Segovia

The Romans were a practical, down-to-earth people and they were not great thinkers. As a result, most of the famous scientists and mathematicians of the Ancient World were not Romans but Greeks, like Archimedes and Pythagoras.

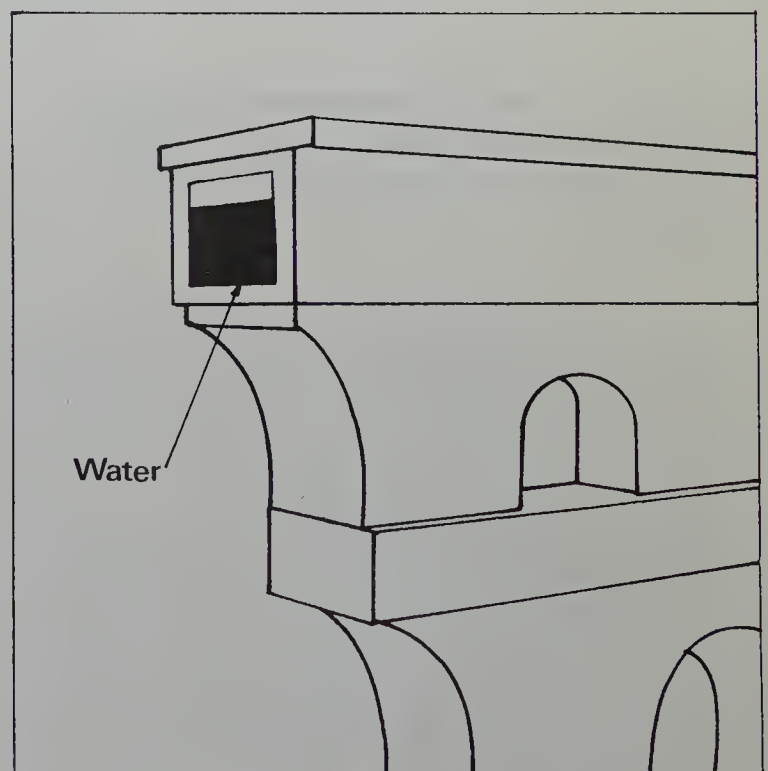
The Romans did have a special talent for engineering, however, and they used many of the scientific principles worked out by the Greeks to construct fine buildings, roads, bridges and water supply systems. Water for Rome itself, for example, was brought to the city through more than 640 kilometres of cleverly constructed overhead channels called *aqueducts*.

Another aqueduct carried water to the city of Segovia in Spain. You can see part of this aqueduct in the photograph at the top of the page. The fine arches carried the channel of water across hills and river valleys on a gentle downward slope from the mountains to the city, crossing some rivers at a height of nearly 60 metres. The cut-away drawing on the right shows you how the aqueduct was constructed in more detail.

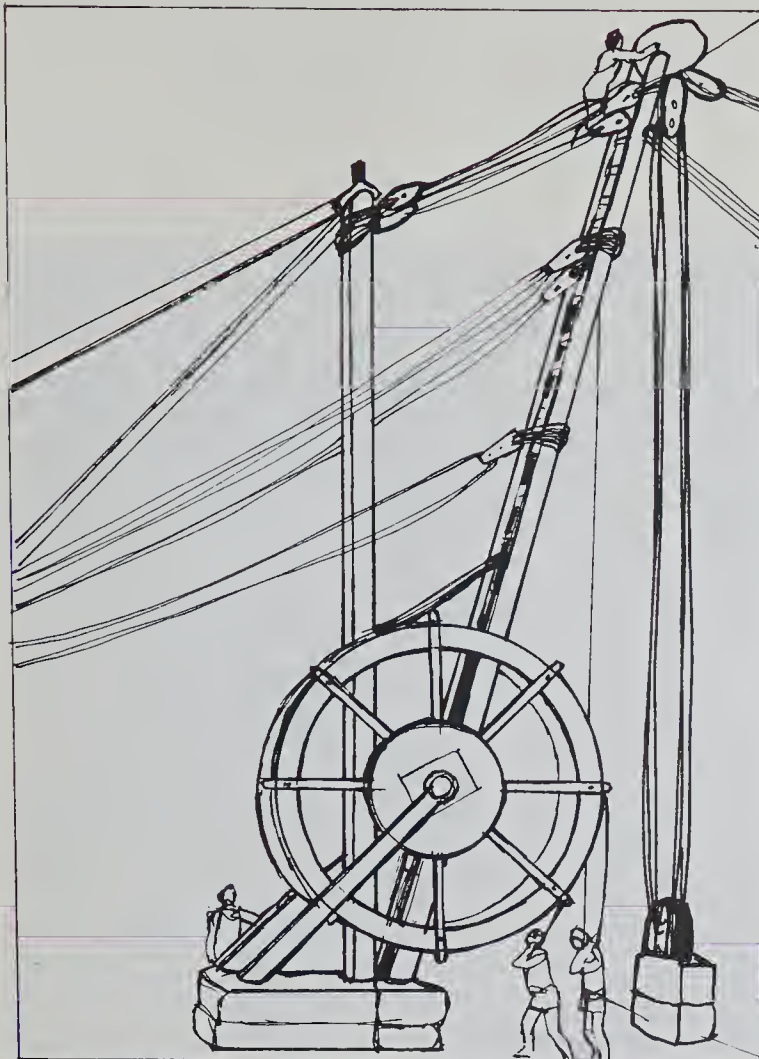
In addition to building aqueducts and roads which we have studied already, the Romans also used their engineering skill to bridge streams and rivers, to build lighthouses and harbours and to construct the temples, public baths and fine palaces for which the city of Rome was famous. The fact that so many of these things still stand two thousand years later is proof of the great ability the Romans had.

1. Write a paragraph in your own words about Roman aqueducts. Mention in your paragraph the aqueduct at Segovia in Spain.

2. Draw the picture showing the construction of an aqueduct in your book.



The construction of an aqueduct



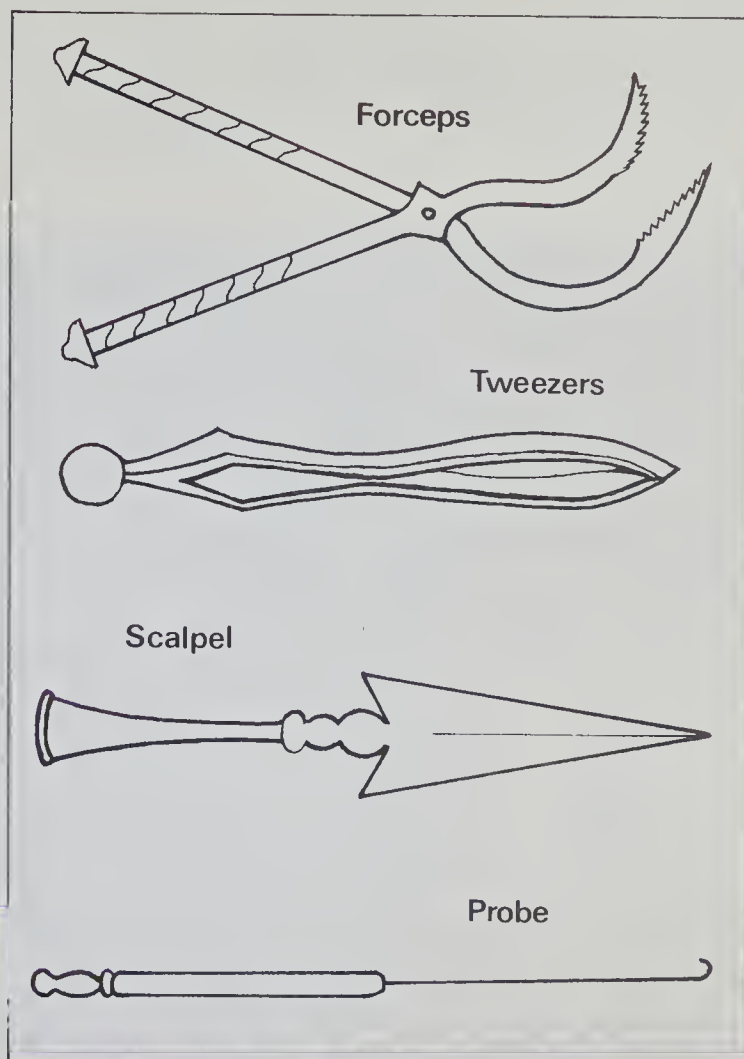
A Roman crane

One scientific principle well known to the Romans was the use of levers and pulleys to raise heavy weights. The Roman crane you can see in the picture above employed a system of pulleys to lift heavy blocks of building stone.

Power was supplied by slaves who turned the large wheel round to wind on the main rope from the pulley system. The building stone was then raised to the height required by the masons who fixed it into position.

3. Draw the picture of the Roman crane in your book and write a few sentences about it in your own words.

4. Have you seen a pulley in use in your science laboratory at school? If not, ask your science teacher to show you how it works.



Roman surgical instruments

The medical knowledge of the Greeks was something else the Romans put to good use. They did not have doctors who are as skilful as our doctors are, of course, and there was a great deal about the working of the human body the Romans did not know, but they did have clever surgeons who could perform many different operations.

When the ruins of the Roman city of Pompeii were being investigated over 200 different surgical instruments were found and it is known that Roman doctors could mend fractures, remove painful abscesses and even amputate limbs. Without anaesthetics these operations must have been very painful and many patients must have died, but Roman surgeons were well respected nevertheless, and they seem to have been well paid.

5. Write a few sentences about Roman doctors.

6. Draw the picture of the surgical instruments in your book.

Chapter 19 Gods and Temples



Animals being led to sacrifice

The Romans worshipped many different gods. Their chief god was Jupiter the king of the gods who ruled with his wife Juno, the goddess of the sky. They also worshipped Mars the god of war, Mercury the messenger of the gods, Neptune the god of the sea and Janus the god of the doorway, after whom the month January is named. Diana the goddess of hunting was worshipped and so too were Vesta the goddess of the hearth, Minerva the goddess of art and Venus the goddess of love.

The Romans were encouraged to think of the Emperor as a god and to worship him on special occasions. Each god had a special festival day which was usually a public holiday when crowds would visit the god's temple and the priests would kill animals to offer as sacrifices.

The Romans also had more personal household gods or spirits called *lares* which they worshipped everyday at small altars in their own homes.

As the Empire spread the Romans began to borrow gods from other religions. A temple to the Egyptian god Isis was built in Rome, for example. Many Romans, especially soldiers, worshipped the Persian god of light, Mithras.

1. Make a list of as many Roman gods as you can find mentioned in this chapter.

2. What does the word sacrifice mean? Why do you think the Romans believed that their gods would be pleased to receive sacrifices?

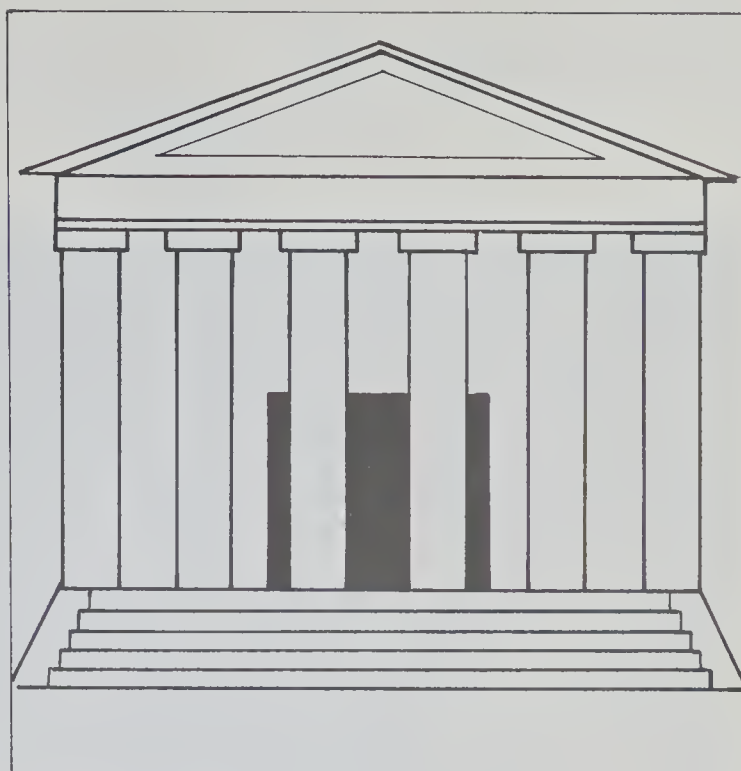
3. Answer these questions.

Where was Isis originally worshipped?

From which country did the Roman soldiers bring back the worship of Mithras?

It is easy to recognise a Roman temple. Temples always looked like the one in the picture opposite, with a triangular shaped roof supported on tall pillars and broad steps leading up to the main doorway behind the pillars at the front. Inside the temple there was a statue of the god, often beautifully painted and decorated with gold and precious stones, and an altar where the priests could serve the god and offer sacrifices.

In addition to the priests there were also *augurs* in the temple whose job was to foretell the future by looking for signs in the flight of birds or in the entrails of the dead animals which had been sacrificed. The Romans were extremely superstitious and believed that the future could be foretold in this way and few Romans dared to ignore the advice of the augurs.



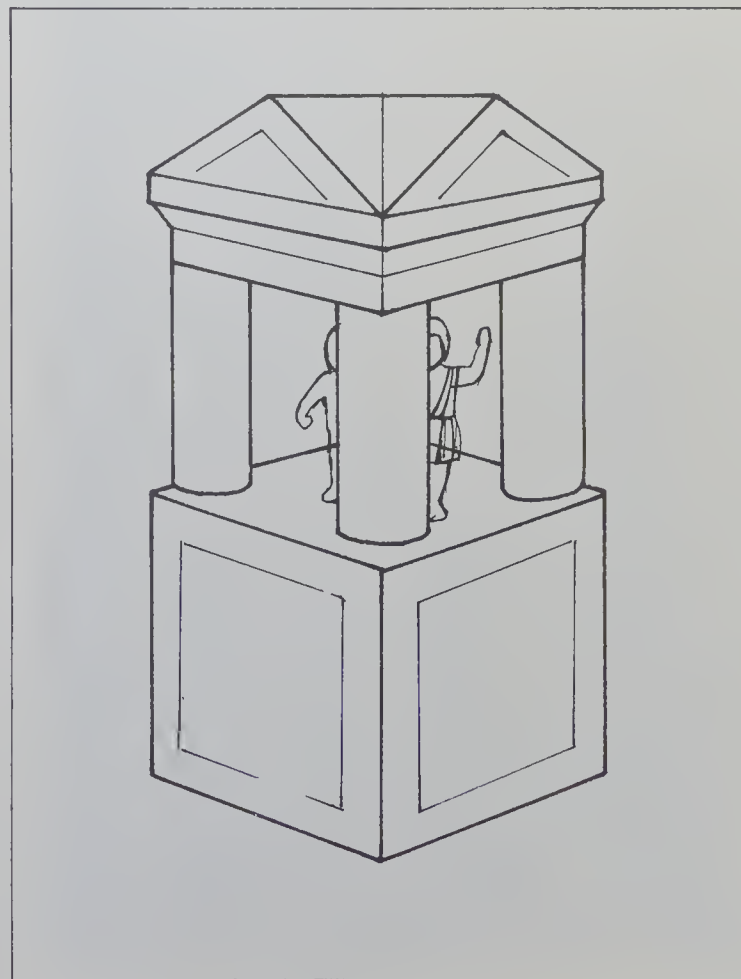
A Roman temple

4. On the right is a picture of a Roman temple. Copy or trace the picture into your book.

5. Write a few sentences about Roman temples in your own words, mentioning the duties of the priests and the augurs.

On the right is a picture of a family altar. The shrine contained statues of the *lares* or family spirits, usually made of bronze, and family prayers were said at the altar each day by the head of the household. All the family would gather for these prayers to which the household slaves were also invited and the service was taken very seriously. Most Romans believed much more strongly in their family gods than they did in the public gods. Many Romans visited the temples because they felt it was a duty and not because they had strong beliefs in Jupiter and the other gods but the family lares were treated with real reverence.

6. Draw the picture of the family altar in your book and write a few sentences about it.



Right: a family altar

Chapter 20 Christianity



Christians in the catacombs

In about A.D. 30 Jesus Christ was crucified in Jerusalem. The Jews at that time were living under Roman rule in the province of Judaea and the order for Christ's execution was given by Pontius Pilate, the Roman governor. Pilate seems to have been in favour of letting Jesus go but when the mob shouted for his execution Pilate decided to give way rather than to risk a riot. As a result Christ was taken out on the first Good Friday and crucified alongside two thieves on Golgotha hill.

To Pilate the whole affair was probably no more than a nuisance and although there is a legend that Pilate became ashamed of what he had done and later committed suicide this has never been proved. It seems most likely, in fact, that in the busy life of a Roman official Pilate would have had little time to remember the death of a simple carpenter from Galilee.

Some people did remember, however. In the weeks and months following the Crucifixion the Disciples continued to teach Christ's message and travelled round Judaea persuading people that He was the Son of God.

Later this message was carried all over the Roman world by St. Paul who founded Christian churches in Asia Minor and in Greece and eventually took the Christian teachings to Rome itself. There is also a tradition that St. Peter visited Rome too and was executed in the city in the same year as St. Paul for preaching the Christian gospel.

1. Read the story of the Crucifixion and the part played in it by the Roman governor Pontius Pilate in St. Matthew's Gospel, Chapter 27.

2. Why did Pilate agree to Christ's execution?

3. How did the teachings of Christ reach the city of Rome?

4. What is said to have happened to both St. Peter and St. Paul in Rome as a result of their preaching?

The early Christians in Rome had a very difficult time. By refusing to worship the Emperor and the other Roman gods they were breaking the law, and they were punished, often by being thrown to the lions in the arena.

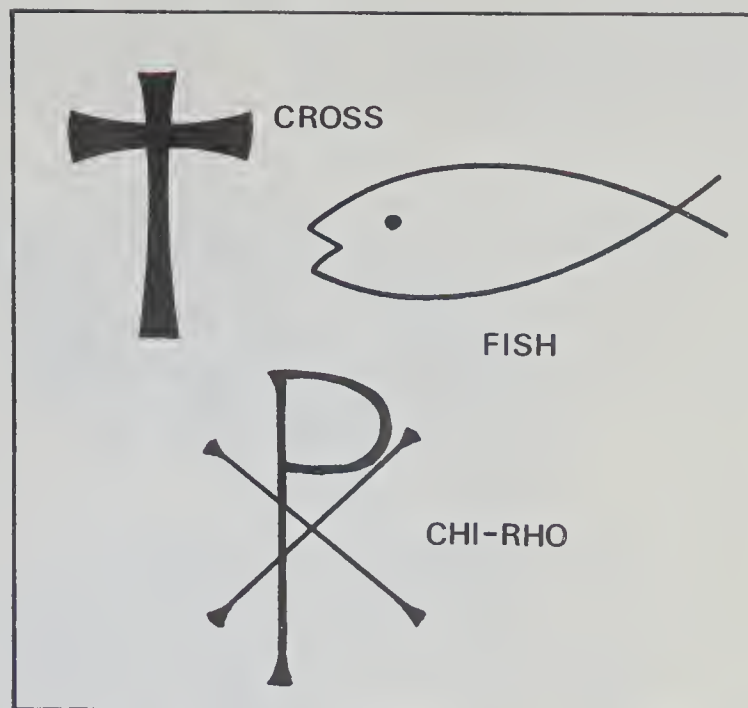
Sometimes wicked Emperors turned the people against the Christians when they themselves were unpopular. After fire destroyed part of Rome in A.D. 64 the Emperor Nero blamed the Christians for starting it. It was said at the time that Nero had started the fire himself in order to clear land on which he wanted to build a palace and, although this is probably not true, Nero used the Christians as a means of taking suspicion away from himself. In the wave of arrests and executions which followed St. Peter and St. Paul are said to have died.

Because of these dangers the Christians in Rome met in secret, in underground tombs called *catacombs*. The photograph on the opposite page shows a group of Christians in a catacomb. They used the secret signs of the cross, the fish and the *Chi-Rho* mark as a means of recognising each other.

5. Write a paragraph in your own words about the difficulties of the early Christian church in Rome and draw the picture of the secret Christian signs in your book.

Despite its early hardships the Christian Church in Rome continued to grow. It attracted many slaves and poor people and the courage and faith of many Christians, especially when they were being punished, earned them great respect. In time more and more people came to accept Christ's teaching until, in A.D. 313, the Emperor Constantine made Christianity legal and allowed Christians to worship quite openly. From that time onwards churches were built in every province and the way was open for Christianity to become the official religion of the Empire.

6. Why is the Emperor Constantine important in the early history of Christianity?

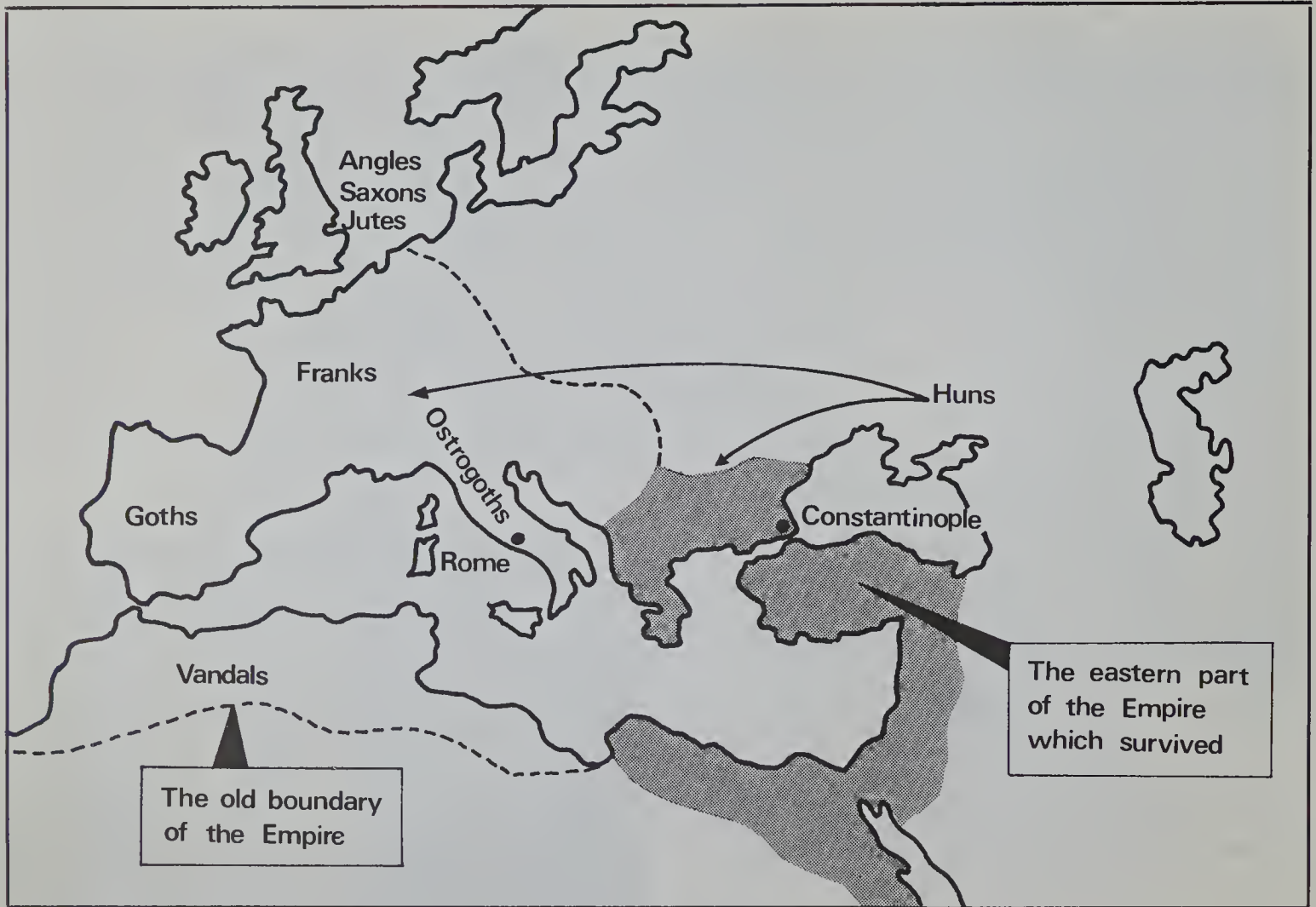


Christian signs



The Emperor Constantine

Chapter 21 The Fall of Rome



The barbarian invasion

From about A.D. 200 onwards the Roman Empire began to grow weaker. There were civil wars in some of the provinces between the armies of rival generals who hoped to become Emperor. Many generals who did succeed were cruel and greedy tyrants who only lived for a few months before being murdered. So respect for Roman law began to fade and many Roman officials became lazy.

As Rome grew weaker the tribes of fierce, uncivilized barbarians who lived on its borders became bolder, and plundering raids on the frontiers of the Empire increased. Bands of barbarian invaders also began to settle inside the boundaries of the Empire. Occasionally a strong Emperor like Constantine, who ruled from A.D. 306 to A.D. 337, managed to put a stop to Rome's decline, but only for a short time.

By A.D. 410 the Roman legions were being withdrawn from the outlying provinces such as Britain and in that year the city of Rome was attacked and plundered by the barbarian Alaric the Goth and his followers.

Finally, in A.D. 476 the last Emperor to reign in Rome, Romulus Augustulus, was turned off his throne by German invaders. The Empire's greatness was at an end.

1. Answer these questions in your own words.

When did the Roman Empire begin to grow weaker?

Why did civil wars break out in some of the provinces?

Why did respect for Roman law begin to fade?

Which barbarian chieftain attacked Rome in A.D. 410?

If you look at the map on the opposite page and compare it with the map of the Roman Empire in Chapter 2 you can see how much of Rome's territory was taken by the barbarians. Constantinople, built by the Emperor Constantine as a second capital for the Empire in A.D. 330, managed to survive and Roman civilization lived on there for many years, but all the western part of the Empire and the city of Rome itself was overrun.

The Angles, Saxons and Jutes took Britain, the Vandals settled in North Africa, the Goths in Spain and the East Goths or Ostro-Goths in Italy itself. The Franks took over Roman Gaul, which is why it is now called France, and the fiercest and most terrible barbarians of all, the Huns, marched from Asia into Central and Eastern Europe. By A.D. 450 the terrible Hun leader Attila, 'The Scourge of God', ruled a huge empire stretching from the River Rhine in Germany to the borders of China in the east. This empire did not last long and fell to pieces when Attila died but it included much former Roman territory and the Romans never managed to get it back. A few years later, as we have seen, the last Emperor to reign in Rome was deposed and the Roman Empire was no more.

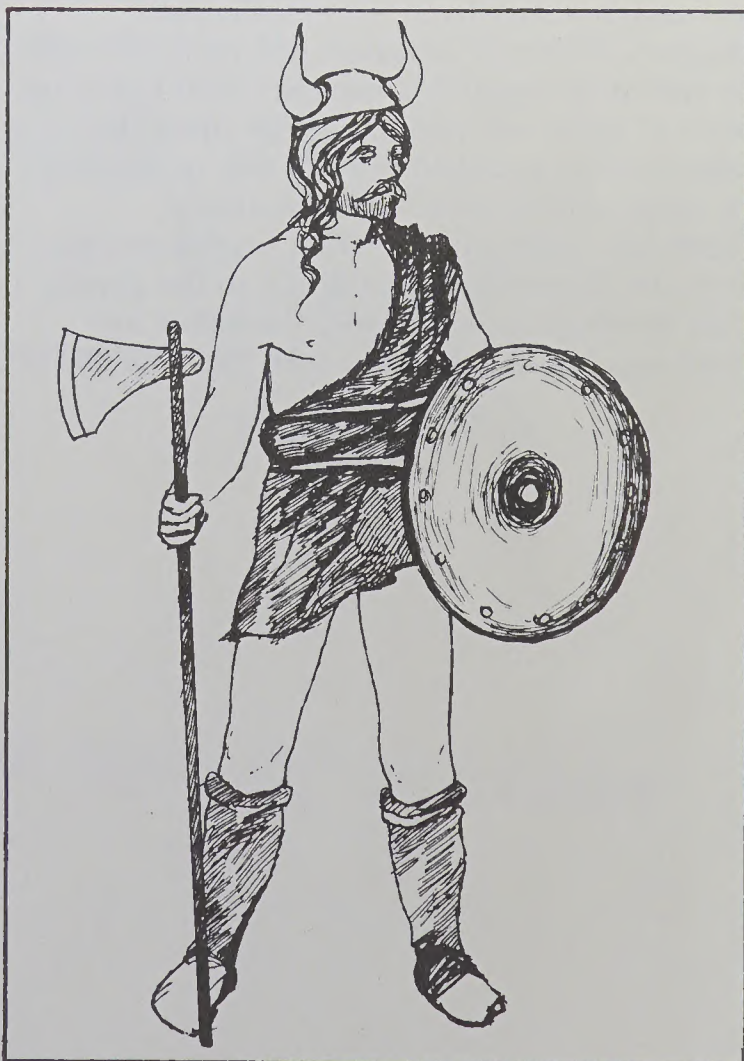
Some things did survive, however. The Latin language, Roman law and Roman Christianity were kept alive by the Church throughout the Dark Ages and this valuable knowledge was never lost.

2. Make a list of the different barbarian tribes mentioned in this chapter and write against each tribe the name of the area they conquered.

3. Look up Attila the Hun in an encyclopaedia and see if you can find some more information about him. Write a note in your book about Attila.

4. Nowadays we use the word vandal to describe someone who destroys other peoples' property just for the sake of it without any real reason. Why do you think we use this word?

5. Draw the picture of the barbarian warrior in your book and write a few sentences comparing his weapons and equipment with those of the Roman soldier on page 10.



A barbarian warrior

To the teacher

The books in this series give simple outlines of important periods in ancient history for pupils in the middle school age range. The format and subject matter of the individual chapters reflect this objective. The text is broken up into easily assimilated sections, considerable use has been made of simple illustrations and the short exercises are designed to consolidate each piece of work attempted and to give to pupils who experience learning difficulties some sense of achievement. The choice of topics has been dictated by a desire to keep the subject matter as practical and down to earth as possible and no attempt has been made to deal with abstracts.

Within the limits set by the objectives of the series, every attempt has been made to present an attractive and lively set of individual chapters. However, teachers will no doubt wish to add to the suggested exercises with follow up work of their own and to enlarge upon the information contained in each title of the series by using additional reference material, filmstrips, radio and television broadcasts, etc. It is also hoped that in addition to the pupil's own notebook or scrapbook, the follow up work on each chapter may take the form of

models or craftwork of some kind, as well as imaginative exercises in written or spoken English. Teachers in junior schools, and those teachers in secondary schools responsible for a group of subjects, will find that the civilisations of the Ancient World can form the basis of integrated courses involving history, geography, religious education, craft and English and it is hoped that even in more elaborate schemes of this sort the books in the **Knowing Ancient History** series may find a place both as reference material and as a source of ideas for slower learning pupils.

There is a wide variety of published material available on Ancient Rome and teachers will already be aware of many excellent junior works of reference. In addition, there are a number of very accurate, and very exciting, works of fiction based on life in Britain in Roman times, such as *The Eagle of the Ninth* by Rosemary Sutcliff (Oxford, 1954) and *Legions of the Eagle* by Henry Treece (Bodley Head, 1954). Finally, it is worth remembering that Hollywood 'epics' such as *Spartacus* and *The Robe*, which are available from film libraries at quite a reasonable cost, are valuable stimulus material.

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